

A wide-angle photograph of the Golden Gate Bridge in San Francisco, California. The bridge's iconic orange-red towers and suspension cables are prominent against a clear blue sky with light clouds. The bridge spans the Golden Gate Strait, with the San Francisco city skyline visible in the background across the water.

LÍNGUA INGLESA

Volume 06





LÍNGUA

INGLESA Volume 06

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LÍNGUA INGLESA MÓDULO FRENTE

21 A Reported Speech

Reported Speech é o relato de atos de comunicação, ou seja, é uma forma de se referir a falas e pensamentos de outras

pessoas ou de si mesmo. Os relatos ainda podem representar pensamentos não ditos e deduções sobre pensamentos de outros. Existem duas categorias de *Reported Speech*: *Direct Speech* (discurso direto) e *Indirect Speech* (discurso indireto). No primeiro caso, as palavras são reproduzidas exatamente como foram ditas ou escritas, e, no segundo, é reproduzido o conteúdo dessas palavras, sem repeti-las na íntegra, isto é, o foco não é a forma exata do discurso

Exemplo:

- Discurso direto: *She says: "He is talking now".*
- Discurso indireto: *She said he was talking then.*

Quando as falas ou pensamentos de alguém são relatados por meio do discurso indireto, os pronomes, tempos verbais,

modos verbais, etc. mudam para refletir o momento de fala relação ao fato reportado.

Mudança nos tempos verbais **Mudança nos determinantes e advérbios**

Discurso direto **Discurso indireto** this that

Simple Present Simple Past

these those

Present Continuous Past Continuous

here there

Simple Past Past Perfect

Present Perfect now then, at the moment Past Perfect

Past Perfect Past Perfect ago before

Past Continuous Past Perfect Continuous today that day

Simple Future (Will) Would the next day Future Perfect Conditional
Perfect

tomorrow the day after

Can Could

the following day

May Might

Must the day before Had to yesterday Shall Should the previous day

Direct Speech Indirect Speech

He said, He said (that)...

“I live here.” Simple Present he lived there. Simple Past

“I am studying now.” Present Continuous he was studying then. Past
Continuous

“I lived here in 1980.” Simple Past he had lived there in 1980. Past
Perfect

“I have studied this.” Present Perfect he had studied that. Past Perfect

“I had studied this before.” Past Perfect he had studied that before.

Past Perfect

“I was studying this.” Past Continuous he had been studying that. Past Perfect

“I will study here.” Simple Future (Will) he would study there. Would

“I will have studied this.” Future Perfect he would have studied that. Conditional Perfect

“You can go now.” Can I could go then. Could

“I may start a new course.” May he might start a new course. Might

“You must study French.” Must I had to study French. Had to

“You shall go.” Shall I should go. Should

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- *Yes-no questions* e perguntas alternativas:



CHECK IT OUT C



Exemplos:

Há uma situação específica na utilização

– Discurso direto: *John asked, “Does Mark live here?”*

do *Reported Speech* em que não é necessário mudar

o tempo verbal da frase que está no discurso direto – Discurso indireto: *John asked **if** / **whether** Mark lived* quando nos reportamos a ela utilizando discurso *there*.

indireto. Isso ocorre quando o que o falante diz – Discurso direto: *I asked her, “**Are you full-time or***

*é uma verdade universal, algo que não mudará. **just part-time?**”* Veja o exemplo a seguir.

– Discurso indireto: *I asked her **if** / **whether** she was*

Exemplo: *full-time or just part-time.*

– Gagarin: *“The Earth **is** blue.”*

(Direct Speech) CONSOLIDATION II

– *Gagarin said that the Earth is blue.* **01.** CHANGE the following sentences to Indirect Speech.

(Indirect Speech)

A) I asked the clerk, “How much does this cost?”

B) Mr. Smith asked me, “Where are you going?”

CONSOLIDATION I _____

C) Mary asked, “Are you going to eat in the cafeteria?”

01. _____



CHANGE the following sentences to Indirect Speech.

D) John asked, "Did you mail the letter for me?"

A) He said, "I will be here at noon." _____

He said that he would be there at noon.

B) Mary said, "The train will probably arrive on time."

Reported Speech: request,

advice, order _{C)}

He said, "I have to finish this report by five o'clock."

Faz-se o discurso indireto do imperativo com o verbo
no

infinitivo (com *to*, para a forma positiva, e *not to*, para
a

D) The doctor said, "Mr. Smith will improve quickly." negativa).
Os verbos podem ser:

Verbos

E) William said, "I am leaving in the morning."

tell / order (dizer, ordenar)

Reported Speech: questions and ask (pedir)

exclamations in Indirect Speech beg (implorar)

advise (aconselhar)

- *Wh-questions* e sentenças exclamativas: warn (advertir)

Exemplos: Exemplos:

- Discurso direto: *John asked, “**Where** does Mark live?”*
- Discurso direto: *John **requested** his son, “**Drive***

*the
car.”*

- Discurso indireto: *John asked **where** Mark lived.* –
Discurso indireto: *John **requested** his son **to drive***

the car.

- Discurso direto: *She remarked, “**What** a beautiful
house!”* – Discurso direto: *John **said** to his son, “**Don’t**
close*

*the
window!”*

– Discurso indireto: *She remarked **what** a beautiful* –
Discurso indireto: *John **told** / **asked** his son **not to***
*house **it was. close** the window.*

4 Coleção Estudo

Reported Speech

CHECK IT OUT 02. (UFOP-MG) Give the Indirect Speech transformation: C He said, “Yes, I believe in fortune-tellers, especially

after what happened today.”

Say versus tell

Reported Speech. Os verbos *say* e *tell* têm funções diferentes em A)
He said that he believed in fortune-tellers, especially after what
had happened that day.

day. alguém falou. C) He said that he believed in fortune-tellers, especially

Exemplo: after what had happened today. – *She told him they were going on holiday.* D) He said that he believed in fortune-tellers, especially

– *She said, "we are going on holiday".* after what happened today. 2) Say pode introduzir discurso direto e discurso E) He said that he believed in fortune-tellers, especially

indireto, mas *tell*, normalmente, só é usado em after what has happened this day.

discurso indireto. **03.** (UFU-MG) The Indirect Speech transformation of "I will

Exemplo: come and see you tonight" is: – *Tim said: "I'm not paying \$50 for that."*

A) Harry said he would have come and see us tonight.

– Tim **told**: “I’m not paying \$50 for that.”

B) Harry said he will come and see us tonight.

3) *Say* e *tell* exigem complementos diferentes.

C) Harry said he came and saw us tonight.

Say tem como complementos um *object pronoun*

D) Harry said he would come and see us tonight.

ou um substantivo antecedido por *to*, sendo

estes opcionais, e um objeto (que é a sentença E) Harry says he comes and sees us tonight. reportada). Já *tell*, normalmente, exige um *object*

pronoun, ou um substantivo, sem *to*, e um objeto

04. (FCMSC-SP) *He said, “Where does she live?”*. No discurso direto (a sentença reportada). indireto, teremos:

Exemplo: A) *He said where does she live.* – *She **said** (to me) she didn’t know anything about* B) *He asked where she lived.*

it. C) *He asked where does she live.*

– She **told me** she didn't know anything about it. D) He said where she lives. **LÍNGUA INGLESA**

05. (PUC-Campinas-SP) Qual destas frases está **CORRETA**?

CONSOLIDATION III John said to Mary: "Will you bring me the books?" A) John said to Mary if she will bring her the books.

01. B) John told Mary that she would bring him the books.

CHANGE the following sentences to Indirect Speech.

C) John asked Mary if she would bring him the books.

A) "Don't smoke while you're here."

D) John said to Mary that he would bring her the books.

She asked me _____

B) "Open your mouth." **06.** (UnB-DF) Can you tell me

The dentist asked me _____ A) where the library is?

B) where is the library?

C) "Don't worry about me."

C) where do the library is?

He told him _____ D) where was the library?

D) "Please turn off the lights before you leave."

He asked us _____ **07.** (Cesgranrio) The wolf asked where her grandmother

lived [...]

PROPOSED EXERCISES

A forma direta é: A)

Where does your grandmother live?

B) *Where does her grandmother live?*

01. (FMU-SP) A forma **CORRETA** de linguagem indireta da C) *Where will your grandmother live?*

sentença *They said to John, "Do you think you lead a good life here?"* corresponde a: E) *Where did your grandmother live? They _____ him if he _____ he _____*

a good life _____. **08.** (ITA-SP) I told him _____ about what had A) *asked - thought - led - there* happened. B) *told - thought - leads - here* A) not to have worried C) *said - thinks - leads - there* B) not to worry D) *ask - thought - lead - here* C) *didn't worry* E) *asked - thinks - led - there* D) *don't worry*

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09. (UFU-MG) Mark the alternative with the **CORRECT** form **16.** (PUC Minas) The Indirect Speech transformation of

of Indirect Speech.

"The bad news is that I don't know where we are going" is:

Direct Speech: "I went to the movies." A)

He said the bad news was that he didn't know where

A) He said that he went to the movies. they were going. B) He said that he goes to the movies. B)

He said the bad news was that he know where they

C) He said that he had gone to the movies. are going. D) He said that he had went to the movies. C)

He said the bad news was that he hadn't known where

E) He said that he has gone to the movies. they were going.

D) He said the bad news was that he won't know where

10. (Una-MG) The doctor said to him: "Don't take any more they were going.

medicine." E) He said the bad news is that knew where he were

In Indirect Speech, this becomes: going. A)
The doctor told him take any more medicine.

B)

The doctor told him not to take any more medicine.

17. (Milton Campos-MG) Cheryl said: "If it happens again,

C) The doctor told him not to be taken any more medicine.
I'll get fined." The **CORRECT** Reported (Indirect) Speech

D) The doctor told him don't take any more medicine. transformation
of the sentence above is: E)

The doctor told him doesn't to take any more medicine. A)
Cheryl said that it will happen again and she'll get

fined.

11. B) Cheryl said what will happen again if she gets fined.
(FCMMG) Sherman to Bill: "I've seen cyclists rely too

heavily on this period but the window won't do it all." C)
Cheryl said that it happened again if she got fined.

A) He'd seen cyclists rely too heavily on that period but D) Cheryl
told us that if it happened again, she'd get

the window would not do it all. fined.

B) He'd seen cyclists rely too heavily on this period but E)
Cheryl told us that if she got fined, it'd happen again.

the window would not do it all.

C)

He'd better saw cyclists rely too heavily on that period

18. (UPE-2011) Put the statement "My wife said to me, 'I want

but the window would not do it all.
you to travel with me to Europe.” into Reported Speech.

D) He saw cyclists rely too heavily on that period but the

A) My wife told me she would like me to travel with her
window would do it all.

to
Europe.

12. B) My wife told me she wanted me to travel with her to
(FCMMG) “I got very upset and started to cry”. Das Does

said that Europe. A) she’s got very upset and started to cry. C) My
wife said to me she wants me to travel with her

B) she was got very upset started to cry. to Europe. C) she had got
very upset and starting to cry. D) My wife said she wanted to travel to
Europe with me.

D) she had got very upset and had started to cry. E) My wife told she
wanted to travel to Europe with me.

E) she had gotten very upset and has started to cry.

13. (FCMMG) Robert Russell to the readers: “Don’t substitute

TEXT I

meat for beans.” He told them

A) to substitute meat for beans.

IME-RJ-2011 B) to not substitute meat for beans.

C) not to substitute meat for beans.

Recently, I was looking for something online, or probably

D) do not substitute meat for beans.

browsing aimlessly, when I happened on a name I hadn't

thought of since I was a child: Alfred P. Morgan. Someone

14. (Una-MG) Then Mary asked, "How far away is the nearest post-office?"
uploaded a digitized version of *The Boy Electrician*.

post-office?"

I was instantly swept back more than half a century to

A) She asked how far away were the nearest post-office.

my local library. In my mind I saw the familiar metal

B) She asked how far away is the nearest post-office.

C) She asked how far away was the nearest post-office.
shelving and the blue-gray binding of my favorite book,

D) She asked how far away the post-office. also written – and
illustrated – by Morgan: *The Boys'*

E) She asked how far away the nearest post-office was. *First Book of
Radio and Electronics*.

15. (PUC Minas) The Indirect Speech of "I've some good news" is: **01.**
What is known about Alfred P. Morgan?

news" is:

A) He is fond of digitalized versions of books.

A) He said he had some good news.

B) He said he can have some good. B) He is an old friend of the writer
of the text. C) He said he is having some good news. C)
He digitalized his own books to the net. D) He said he has some good
news. D) He is fifty years old. E) He said he will have some good
news. E) He is an author of books on electricity and electronics.

Reported Speech

02. Which of the following expressions is a synonym for **01.** To protect your privacy on the Internet, you should

“aimlessly” on the second line of the text? A) o p e n e - m a i l s f r o m u n k n o w n s e n d e r s a n d

A) with less objective advertisements.

B) know the source of the e-mails and files you receive.

B) with no special purpose

C) avoid antivirus protection and safety instructions.

C) short in time

D) download any kind of files and general pictures.

D) with minor interest

E) out of thoughts **02.** In terms of Internet privacy education, the research shows

that students are more likely to be influenced by their

TEXT II A) teachers. C) parents. B) brothers. D) peers.

UFOP-MG-2009 03. Mark the option that is **NOT** correct in terms of grammatical

and meaning construction.

A) Research on education shows signs of improvement

Teens' online safety improved by education,
on teens' online safety.

research shows B) Online safety of teens was shown improvement by

New research shows that teens' online safety is improved
education of research.

by education. Researchers from the University at Buffalo C)
According to specific research, teens' online safety is

and University of Maryland surveyed 285 preteens and improved by
education. early teenagers, both male and female, to determine D)
Research shows that teens' online safety has been

improved by education.

05 how important they thought it was to protect their privacy

online and whether those beliefs affected what actions

04. "Researchers from the University at Buffalo and University of
they took to protect that privacy. Maryland surveyed 285 preteens and
early teenagers [...]"

Students were asked whether they protected their (lines 2-4).
The word underlined in the sentence above

personal information on the Internet, whether they means

10 opened e-

mails from unknown senders, and whether

A) interviewed. C) mentioned.

LÍNGUA INGLESA B) pointed. D) looked at.
downloaded files from unknown people or websites.

The researchers found that preteens and early

teenagers **05.** Mark each statement with T (True) or F (False).
who were educated on the importance of Internet privacy

() Students who have experienced safety problems

through school, parents, or the media were more likely

on the Internet are now more worried about online

15 to practice online safety than those who weren't. protection.

Among teachers, peers, and parents, parents were the () Researchers found out that preteens and early

most influential in delivering that education, according teenagers who have received information on the

to respondents. importance of Internet privacy are more concerned

A surprising result of the study was that experiencing with online safety practices.

20 a privacy breach online didn't cause teens to improve () Girls are less likely to protect themselves on the

their online safety practices, according to one of the Internet than boys are.

researchers, H.R. Rao, professor of management science The **CORRECT** sequence is:

and systems in Buffalo's School of Management. A) T – F – F C) F – T – F

"Students who experience Internet privacy breaches B) T – F – T D) T – T – F

25 or computer security problems show less protective

behavior on the Internet," said Rao. "This increases the **06**. The research shows that educated students tend to

chances that they will be victims again in the future." A) open e-mails from known senders, protect their

The study also showed that girls tend to practice personal information on the Internet and download

files from strangers as well as unknown websites.

more protective behavior on the Web than boys. The

B) download files from people and websites they know,

30 researchers said they believe this is because girls

open e-mails from known senders and protect their

consider online privacy more important than boys do. personal information on the Internet.

The study was supported by a National Science C) protect their personal information on the Internet,

Foundation grant.

download files from unknown people or websites and

SCHARFHAUSER, Dian. Available at:

com/articles/23646> . D)

run risks on the Internet, only download files from

Accessed: March 12, 2009. family members and open e-mails from friends.

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TEXT III

dissatisfied with their shape and wanted more extreme thinness after seeing Barbie doll images than after seeing

Unimontes-MG-2007 other pictures. For those aged six to seven the negative effects were even stronger.

A spokesman for Mattel, which manufactures Barbie,

Skinny Barbie blamed over eating disorders

said: "Barbie allows girls to dream that they can be anything they want to be when they grow up. Barbie is



not modelled in human scale and we will continue to talk
to girls and mums and monitor their opinions.”

SPEAK UP. São Paulo: Editora Peixes, ano XIX,
n. 234, Nov. 2006, p. 45. (Adapted).

01. O objetivo principal desse texto é

A) mostrar como a Barbie pode ser prejudicial às meninas.

sxc B) expor as causas dos distúrbios alimentares que afetam

Barbie dolls may contribute to eating disorders in as garotas.
adolescence, according to new research. The study C)
alertar para o consumismo que se inicia ainda na infância.

found that the Barbie dolls, which are far thinner than D)
avaliar até que ponto a Barbie influencia positivamente as meninas.
traditional shapes, particularly at the waist, make girls

want to be unrealistically slim when they grow up.

02. O texto mostra que há uma preocupação no sentido de The
researchers from two British universities claim

A) a boneca ser criada num modelo que não explore a

Barbie dolls could promote girls' insecurity about

forma física, o que ocorre com relação a outras bonecas.

their image, which in turn may contribute indirectly to B)
as escolas instruírem as garotas sobre o perigo que

insecurity and eating disorders later in life. está por trás da tentativa
do corpo ideal. “These ultra-
thin images not only lowered young girls’ C) a boneca ser feita com
mais segurança, considerando

body esteem but also decreased their satisfaction with
que é usada por crianças pequenas.
their actual body size, making them desire a thinner body.” D)
as mães pararem de alimentar nas filhas a expectativa

Dr. Margaret Ashwell, science consultant and former
de que terão um corpo como o da Barbie.

director of the British Nutrition Foundation, said:

03. O texto revela que a boneca Barbie “These results are very
important and show that children

can be influenced at a very early age. **We need to be**
padrão de beleza, o qual escraviza a mulher. A)
tem induzido as adolescentes a questionarem o atual **aware of that**
and take the appropriate action.” B) tem interferido negativamente
no comportamento

The researchers say their findings suggest schools
das garotas, quando o assunto é a aparência. should educate the
youngest children, as well as C)
tem reforçado o que a mídia prioriza: um corpo escultural.

adolescents, about the risks of being too worried about D) tem
disseminado o preconceito ao enfatizar a já

having an “ideally” thin body shape. “Such programmes existente
aversão às bonecas mais rechonchudas.

need to make girls aware that the thin beauty ideal is

04. Mattel, a fabricante da Barbie, unattainable and unhealthy”,

adds the study.

A) abre espaço para a criação de bonecas Barbie menos

In the study, reported in the journal *Developmental Psychology*, the researchers from Sussex and the University of the West of England looked at the effects of images of two dolls on almost 200 primary school-age girls aged five to eight. They were shown images of different figures, including Barbie and Emme, a new American doll whose body proportions represent a larger body shape. After they

University of the West of England looked at the effects of images of two dolls on almost 200 primary school-age girls aged five to eight. They were shown images of different figures, including Barbie and Emme, a new American doll whose body proportions represent a larger body shape. After they

D) diz que essa boneca dá às garotas a possibilidade de

They were shown images of different figures, including

idealizarem o seu futuro.

Barbie and Emme, a new American doll whose body

proportions represent a larger body shape. After they

05. “We need to be aware of that and take the appropriate action.”
shown the images, the girls were asked to pick figures that represented their actual body shape, A expressão of that, em destaque acima, faz menção, de

the body shape they ideally desired and their ideal body shape as an adult woman. A) às vantagens da alimentação saudável para o corpo.

The difference between the shape girls thought they had and the shape they wanted was then analysed. C) aos efeitos obtidos com a intervenção das escolas.

The results showed that girls aged five to six were more D) à influência da Barbie sobre as garotas.

TEXT IV 01. The purpose of the text is to discuss in adolescence.

UFOP-MG-2010 A) school dropping out B) students' difficulties

Text I C) academic activities

D) learning deficit

School problems

School constitutes a large part of an adolescent's **02.** School problems can have the following causes, **EXCEPT**

existence. Difficulties in almost any area of life often A) learning disorders.

B) inappropriate placement.

manifest as school problems.

C) fear of going to school.

Particular school problems include D) family conflicts. • fear of going to school,

03. The information presented in the text is that

• absenteeism without permission (truancy), A) most students develop a school problem. • dropping out, B) school is the biggest problem in adolescents' lives.

C) bad academic results are seen as a school problem.

• academic underachievement.

D) nearly any difficulties at school can become a fear.

School problems during the adolescent years may be

the result of **04**. It is **INCORRECT** to say that some students are afraid

- of going to school because of rebellion and a need for independence (most common),

A) a teacher or classmate.

- mental health disorders, such as anxiety or depression,

B) drug taking at school.

- substance use, C) multiple causes.

- D) a specific class. family conflict.

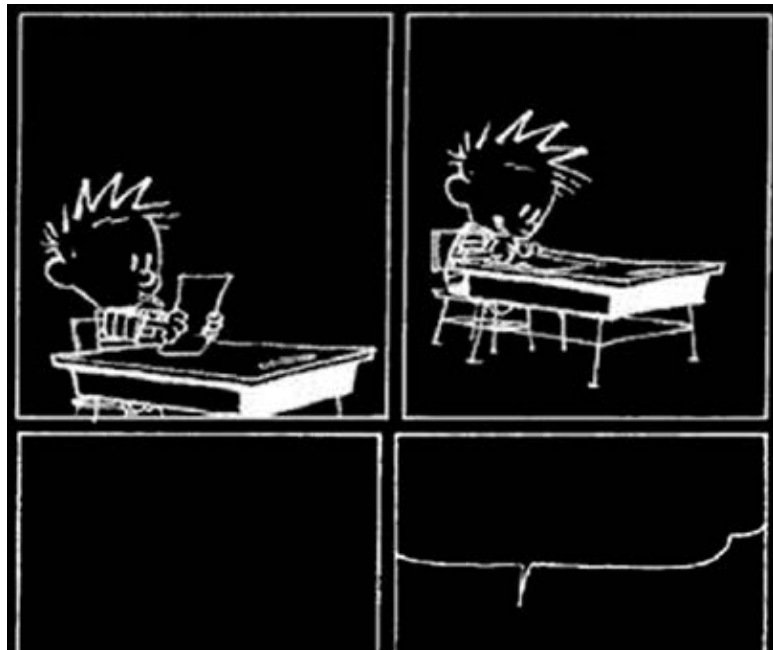
Sometimes, inappropriate academic placement – **Text II**

particularly in adolescents with a learning disability or

LÍNGUA INGLESA

Cartoon A

mild intellectual disability that was not recognized early



in life – causes school problems. TEST: 1620.

Problems that developed earlier in childhood, such 1. WHEN DID THE PILGRIMS as attention deficit / hyperactivity disorder (ADHD) and LAND AT PLYMOUTH ROCK? learning disorders, may continue to cause school problems

for adolescents.

Between 1% and 5% of adolescents develop fear of going to school. This fear may be generalized or related to a particular person (a teacher or another student)

or event at school (such as physical education class). AS YOU CAN SEE, I'VE THEY SAY THE SATISFACTION The adolescent may develop physical symptoms, such MEMORIZED THIS UTTERLY OF TEACHING MAKES UP

USELESS FACT LONG ENOUGH FOR THE LOUSY PAY.

as abdominal pain, or may simply refuse to go to school. TO PASS A TEST QUESTION.

I NOW INTEND TO FORGET

Adolescents who are repeatedly truant or drop out IT FOREVER. YOU'VE

TAUGHT ME NOTHING EXCEPT HOW of school have made a conscious decision to miss TO CYNICALLY MANIPULATE



THE SYSTEM. CONGRATULATIONS.

school. These adolescents generally have poor academic achievement and have had little success or satisfaction from school-related activities. They often have engaged in high-risk behaviors, such as having unprotected sex, taking drugs, and engaging in violence. Adolescents at risk of dropping out should be made aware of Available at:

calvinhobbes.htm > . Accessed: Apr. 13, 2010.

other educational options, such as vocational training

and alternative programs. Changes in the learning

05. The **MAIN** aim of the text is to environment and sometimes drug therapy can also be of A) congratulate teachers on their job. great help to struggling adolescents. B) criticize the education system. LEVY, Sharon. Available at:

ch269/ch269a.html > . Accessed: Apr. 08, 2010. (Adapted). D) teach students how to answer tests.

06. The word **congratulations** is used to ENEM

EXERCISES

A) blame the teacher for the way learning is treated at

school. Texto para as questões **01** e **02**

B) congratulate the teacher for the students'

achievements. *Kids*

C) disapprove the way the teacher manipulates the system.

D) encourage the teacher to keep teaching the way

he / she does.

07. Consider the following cartoon:

Cartoon B



"Due to the rising costs of after-school care, my two sons will be running, jumping and screaming in the back of the classroom while I lecture. Thanks."

reprodução

R

**Theatrical
release
poster**

Available at:

momedited.jpg>. Accessed: Apr. 14, 2010. **Directed**
by Larry Clark

Christine Vachon

Cartoon B is related to Cartoon A in the sense that both

Gus Van Sant

A) condemn teachers' choices. **Produced by**

Cathy Konrad

B) enrich teachers' social roles.

Cary Woods

C) illustrate teaching methods.

Written by Harmony Korine

D) satirize teaching rewards.

Leo Fitzpatrick

WHY IN THE WORLD **Text III** Justin Pierce **Starring** Chloë Sevigny I GO
TO SCHOOL, BUT I AM I WAITING IN THE NEVER LEARN WHAT I Rosario Dawson
POURING RAIN FOR THE WANT TO KNOW.



SCHOOL BUS TO TAKE



ME SOMEWHERE I DON'T **Music** by Lou Barlow EVEN WANT TO GO?

Cinematography Eric Edwards

Editing by Christopher Tellefsen

Distributed
by Lionsgate

Available at:

calvinandhobbes/-2009/12/04/> . Accessed: Apr. 12, 2010.
Release date(s) July 28, 1995

08. Running time 91 minutes A problem commonly related to school and illustrated by

the cartoon is the **Country** United States

A) lack of real-life related studies. **Language** English B) scarce means of transportation.

Budget \$1.5 million

C) students' fear of going to school.

Gross revenue \$20,000,000

D) teens' need of independence.

10 Coleção Estudo

Reported Speech

Kids is a 1995 American drama film written by Harmony **Safety factors** Korine and directed by Larry Clark. The film features

Research showed countries driving on the left have a

Dawson, all of them in their debut performances. lower collision rate than countries driving on the right. Chloë Sevigny, Leo Fitzpatrick, Justin Pierce, and Rosario

The film is centered on a day in the life of a group of sexually It has been suggested this is partly because humans

active teenagers in New York City and their unrestrained are more commonly right-eye dominant than left-eye

behavior towards sex and substance abuse (alcohol and dominant. In left-hand traffic, the predominantly better-

illegal drugs) during the era of HIV in the mid-1990s. performing right eye is used to monitor oncoming

Available at: . traffic and the driver's wing mirror. In right-hand traffic,

Accessed: Feb. 1st, 2011.
oncoming traffic and the driver's wing mirror are handled

01. by the predominantly weaker left eye. In addition, it has

De acordo com o anúncio anterior, o filme *Kids*

been argued that left-sided driving is safer for elderly

A) custou mais de 20 milhões de dólares para ser

people given the likelihood of their having visual attention
produzido.

deficits on the left side and the need at intersections to

B) foi produzido e dirigido pela mesma pessoa.

watch out for vehicles approaching on the near-side lane.

C) foi produzido em 91 minutos.

Furthermore, in a RHD car with manual transmission,

D) arrecadou 1,5 milhão de dólares.

the driver has his right (i.e. in the majority of people,

E) foi lançado em 1995 pela Lionsgate.

dominant) hand on the steering wheel at all times and

02. uses his left hand to change gear. O filme trata de

A) jovens alcoólatras e homossexuais. Available at:

B) um grupo de viciados em sexo. traffic > . Accessed: Jan. 31st, 2011.

C) adolescentes lutando contra o HIV.

D) jovens libertinos na era do HIV.

GLOSSARY

E) polêmica da discriminação da Aids.

HAVING FUN • Advise (verb) = aconselhar (advise – advised – advised) • Ask (verb) = perguntar, pedir (ask – asked – asked) • Beg (verb) = implorar (beg – begged – begged)

Right and left-hand traffic history • Earth = planeta

Terra **LÍNGUA INGLESA**

Some historians believed that ancient travellers on

horseback generally rode on the left side of the road. As

more people are right-handed, a horseman would thus

be able to hold the reins with his left hand and keep his e Commons right hand free – to offer in friendship to passing riders

or to defend himself with a sword, if necessary.

The first legal reference in Britain to an order for

traffic to remain on the left was in 1756 with regard

to London Bridge. The Highway Act 1773 contained a

recommendation that horse traffic should remain on the left.

Countries that became part of the British Empire A Goddard Photo and Video / CreativS adopted the British keep-left rule, although some have NA since changed. In Canada, the Maritime Provinces and

• Noon = meio-dia

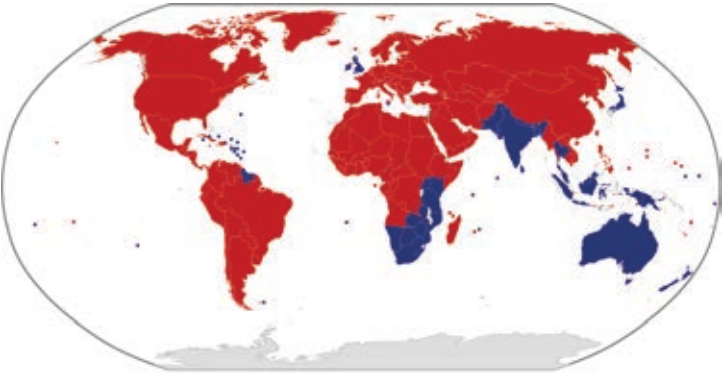
British Columbia initially drove on the left, but changed

to the right to make border crossings to and from other •
Remark (verb) = fazer um comentário, enfatizar, notar

provinces easier. (remark – remarked – remarked)

Countries driving on the left or right •

Request (verb) = pedir (request – requested – requested)



Colour		Explanation
	↓↑	Drives on right
	↑↓	Drives on left
	?	No information

- Tell (verb) = dizer (tell – told – told)
- Warn (verb) = advertir (warn – warned – warned)





Bdesham / Creativ SXC

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ANSWER KEY Text I

01. E

Consolidation I 02. B

B) Mary said (that) the train would probably arrive

on time. Text II

C) He said (that) he had to finish that report by five
o'clock. 01. B

D) The doctor said (that) Mr. Smith would improve

02. C

quickly.

E) William said (that) he was leaving in the morning. 03. B

04. A

Consolidation II 05. C

A) I asked the clerk how much that cost.

06. B

B) Mr. Smith asked me where I was going.

C) Mary asked if / whether I was going to eat in **Text**
III

the cafeteria.

D) John asked if / whether I had mailed the letter 01. A
for him.

02. B

Consolidation III 03. B

A) She asked me not to smoke while I was there. 04. D

B) The dentist asked me to open my mouth. 05. D C) He told him not to worry about him.

D) He asked us to turn off the lights before we left. **Text IV**

Proposed Exercises 01. B

- | | |
|-------|-------|
| 01. A | 02. C |
| 10. B | |
| | 03. C |
| 02. A | |
| 11. A | |
| | 04. B |
| 03. D | |
| 12. D | |
| | 05. B |
| 04. B | |
| 13. C | |
| | 06. A |
| 05. C | |
| 14. E | |
| | 07. D |
| 06. A | |
| 15. A | |
| | 08. A |
| 07. A | |
| 16. A | |

08. B 17. D **Enem Exercises**

12 Coleção Estudo

LÍNGUA INGLESA MÓDULO FRENTE

22 A Phrasal Verbs and

False Cognates

PHRASAL VERBS Come to = perceber

Count on = contar com / depender de

São verbos formados por um verbo e um advérbio /

Cut away = remover / separar

preposição. Essa combinação funciona como uma única

unidade de sentido, a qual geralmente tem um significado

Cut down = derrubar / diminuir

idiomático que não poderia ser entendido pela análise do

Cut out = parar / omitir / deletar

verbo e do advérbio / preposição separados. Cheer up = incentivar / alegrar

Entre os vários *Phrasal Verbs* da língua inglesa, destacam-se Drop in = visitar / pingar

os mais comuns: Drop off = diminuir / adormecer

Drop out = abandonar

Account for = explicar

Fade away = desaparecer

Back down = voltar atrás

Feel like = sentir vontade de

Back up = dar apoio

Figure out = entender

Bail out = pagar fiança

Fill in = preencher

Bear with = ter paciência

Find out = descobrir

Beat up = bater em alguém

Get along = entender-se bem / relacionar-se bem

Blow out = apagar (por meio de sopro)

Get away = partir / fugir / escapar

Blow up = explodir

Get in = entrar

Break down = quebrar / encrascar

Get on = subir / embarcar

Break in = arrombar / entrar à força

Get off (leave) = sair / desembarcar

Bring on = provocar / causar Get over = recorrer / recuperar-se

Burn down = queimar totalmente Get rid of = livrar-se de

Call for = exigir / pedir / encomendar / solicitar Get up = levantar-se

Call in = consultar / pedir retorno Give away = dar de graça / revelar-se / desfazer-se

Call off = cancelar / parar Give back = devolver / retornar

Call on = visitar Give off = emitir

Call out / cry out = gritar / invocar Give oneself up = entregar-se

Call up = telefonar Give up = desistir

Carry away = empolgar Go after = perseguir

Carry on = continuar / prosseguir Go away (leave) = ir embora / partir

Carry out = executar / realizar Go on = continuar / manter

Clear out = sair / abandonar / remover Go off = partir / estragar

Come about = acontecer Go down = afundar / abaixar / descer

Come across = encontrar por acaso Grow up = crescer

Come along = acompanhar Keep back = reprimir / impedir

Come out = publicar / aparecer Keep up = acompanhar / manter

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Keep off = manter distância CHECK IT OUT C

Look after = cuidar de

É importante lembrar que o uso dos

Look forward to = esperar ansiosamente por

a
seguir.

Look into = examinar / investigar

Exemplo

Make fun of = rir-se de – *to make up (a story) = to invent*

Make out = decifrar / compreender / namorar – *to talk into = to convince; to persuade*

Make something up – *to blow up = to explode = inventar algo*

– *to call off = to cancel*

Make up = fazer as pazes – *to carry on = to continue*

Make up one's mind – *to cut away* = *to remove*; *to separate* = decidir (decide) – *to turn out* = *to reveal*; *to result* Pick up = pegar / colher

Put aside = pôr de lado

Put away (save) = guardar / economizar **Exemplos dos principais verbos**

Put back = recolocar que compõem Phrasal Verbs Put down = abafar / inscrever

Put off (postpone) = postergar / adiar TO BLOW, BLEW, BLOWN – VENTAR / SOPRAR

Put out (extinguish) = extinguir / eliminar • **Blow up** = **explodir**

Put up with (to bear / = tolerar / suportar – *The car was **blown up** into pieces in Bosnia.* cope)

Run after (chase) = correr atrás de / perseguir TO BRING, BROUGHT, BROUGHT – TRAZER

Run into = encontrar • **Bring about** = **alcançar / causar**

Run out of (lack) = ausência de / falta de / acabar – *They will*

bring about a quarrel.

Run over / knock down = atropelar / bater – *Extreme poverty in Brazil is **bringing about** some*

Sell off / out *social changes.* = vender tudo / esgotar

Set up • **Bring back** = trazer à memória / devolver
= estabelecer

Show off – Pegg **brought the book back** this morning. =
exibir

Stand for – *His story has **brought back** our happy
childhood* = representar

memories.

Take after = copiar / agir como

• **Bring down** = diminuir / destruir

Take away = remover

– *Small incomes in Brazil have **brought down** the*

Take in = enganar *standard of living.*

Take off = decolar – *A war will **bring the country down.***

Try on = experimentar • **Bring in** = apresentar /
introduzir / trazer

Try out = testar – *The Government will **bring in** new
measures very*

soon.

Turn down (refuse) = recusar

Turn on / off – switch • **Bring out** = revelar / publicar

on / off = ligar / desligar – *This will **bring out** very good news.* Turn out = revelar-se

– *Penguin Books will **bring out** 15 new books next*

Work out = resolver / fazer exercício físico *month.*

14 Coleção Estudo

Phrasal Verbs and False Cognates

• **Bring up** = educar / vomitar / mencionar • **Come in** = chegar

– *The new clothes are **coming in** tomorrow. Their children were **brought up** in the United States.*

– • **Come into** = herdar *The little kid **brought up** suddenly.*

– *Larry **came into** millions of dollars when his father*

– *We need to **bring up** this subject in our next*

died.

meeting.

• **Come off** = acontecer

TO CALL, CALLED, CALLED – CHAMAR – *Your party has to **come off**.*

• • **Come out = aparecer** **Call down = repreender**

– *She **came out** all at once at the entrance. The student was **called down** by the principal.*

• • **Come through = sobreviver** **Call for = solicitar**

– *I can't understand how they could **come through** I had to **call for** another car.*

all this time in the desert.

• **Call in = pedir o retorno / consultar**

• **Come up = acontecer**

– *The librarian has **called in** all the books that were*

*– What **comes up** here?*

borrowed.

– ***Call in** a doctor right away!* • **Come up with = pensar, ter uma ideia**

*– I need to **come up with** a good idea quickly.*

• **Call off = parar / cancelar**

– *They will **call off** the show owing to the bad weather.*

TO CUT, CUT, CUT – CORTAR

– *His dog rushed at the woman, but Mark **called***

*him **off**.* • **Cut down = derrubar**

• **Call on = requerer / visitar** – *They have already **cut down** 80% of that forest.*

– I intend to **call on** you very soon. • **Cut down on** = reduzir

• **Call up** = telefonar – You need to **cut down on** your expenses and save. **LÍNGUA INGLESA**

– I need to **call her up** as soon as possible. • **Cut off** = cortar fora

• – The man had his head **cut off**! **Call upon** = ordenar / exigir / requisitar

– He **called upon** her to tell the truth. • **Cut off** = desligar, interromper

– The woman had her electricity **cut off**.



TO CARRY, CARRIED, CARRIED – TRANSPORTAR

• **Cut up** = cortar em pedaços

• **Carry away** = ser levado / carregar – You need to **cut up** the meat for the barbecue!

– The wounded soldiers were **carried away**.

TO GET, GOT, GOT (GOTTEN) – OBTER

– He was **carried away** by his emotion.

• **Carry on** = continuar • **Get along** = progredir

– **Carry on** with your work, please! – In fact, no one can **get along** without money.

• – In order to **get along**, you have to work hard! **Carry out** = colocar em prática / finalizar

– **Carry out** your plan because it's very good. • **Get along with** = relacionar-se bem

– They **get along with** each other very well.

– The mission was **carried out** successfully.

• **Get away** = fugir, partir

TO COME, CAME, COME – VIR – *The prisoners were able to **get away**.*

• **Come about** = acontecer • **Get back** = voltar

– How has all this **come about**? – When did you **get back** from the USA?

• • **Get by** = passar **Come across** = encontrar por acaso

– I **came across** my friend at the mall last weekend. – Please, let me **get by**.

• • **Get down** = descer **Come back** = retornar

– He went there and **came back** in an hour. – He was told to **get down** from his horse.

• **Get in** = **entrar**

TO GO, WENT, GONE – IR

– *He has **got in** his brand new car in front of the building.*

• • **Go about** = **cuidar de** **Get off** = **desembarcar**

– *We have to **get off** the bus soon. – I have to **go about** the things of life.*

• • **Go away** = **partir / ir embora** **Get on** = **embarcar**

– *I'll have to **get on** that bus. – I have to ask you not to **go away**!*

• • **Go back** = **retornar** **Get out** = **sair**

– *He had to **get out** of the car immediately. – Mr. John will **go back** to the USA in a few days.*

– ***Get out of here!** • **Go by** = **passar***

• – *He likes to watch the girls **going by**. **Get over** = **recuperar-se***

– *I'm sure he will **get over** for he's very young and strong.*

• **Go down** = **cair / diminuir**

• – *The Euro to Dollar exchange rate is **going down**. **Get rid of** = **livrar-se de***

– *They have **got rid of** each other. • **Go off** = **partir / explodir***

• – *The actor **went off** the stage after his performance. **Get through** = **passar***

– Were you able to **get through** your exam? – The bomb was set to **go off** by 4:00 a.m.

• • **Go on** = acontecer / continuar **Get up** = levantar

– What time do you **get up** every day? – What is **going on** here?

– You ought to **go on** this way.



• **Go out** = sair / apagar

– They had to **go out** as soon as they saw it was dark.

– All the lights **went out** and we had a blackout.

TO KEEP, KEPT, KEPT – MANTER, GUARDAR

• **Keep away** = manter afastado

– Intelligent people **keep away** from drugs.

• **Keep off**
= afastar-se

– **Keep off!** Otherwise I shoot you!

• **Keep on**
=
continuar

^{sxc} – **Keep straight on** until you get to the library.

TO GIVE, GAVE, GIVEN – DAR • **Keep up** = manter

– He is a very good worker. If he **keeps up** the good

• **Give away** = revelar / distribuir (de graça) work, he'll be promoted. – Don't **give** your secrets **away**.

– They usually **give away** gifts at Christmas. TO LOOK, LOOKED, LOOKED – OLHAR,

PARECER

• **Give back** = **devolver**

– Please, **give me back** my book as soon as possible. •

Look after = **cuidar, tomar conta**

• – Who will **look after** the children? **Give in** = **render-se**

– The soldiers had to **give in** all at once to the police. •

Look down on = **desprezar**

• – Please, don't **look down on** me! **Give up** = **desistir / parar**

– He must not **give up** now. • **Look for** = **procurar**

– You must **give up** smoking, my dear fellow! – They need to **look for** a new car to buy.

• **Give way** = **recuar** • **Look forward to** = **esperar ansiosamente**

– Don't **give way** now. You have to be resistant. – I **look forward to** meeting you again, my dear!

16 Coleção Estudo

Phrasal Verbs and False Cognates

• **Look into** = **investigar / examinar** • **Put on** = **vestir**

– The detectives have to **look into** that murder. – **Put on** heavy clothes! It's very cold outside.

– You have to **look into** these documents better. • **Put out** = **apagar (fogo)**

• **Look on** = **acompanhar, observar** – The firemen were able to **put out** the fire quickly.

– Ted took no part in the fight: he simply stood and • **Put up** = **construir**

looked on. – The building was **put up** in 2 years.

– I have forgotten my book. May I **look on** with you?

• TO RUN, RAN, RUN – CORRER **Look out** = **tomar cuidado**

– **Look out!** The road is wet. • **Run across** = **encontrar por acaso**

• **Look over** = **examinar / reconsiderar** – I **ran across** Carol at school the other day.

– Will you **look** this matter **over**? • **Run after** = **perseguir**

– If I were you, my friend, I would **look** it **over**. She – They had to **run after** him for many blocks.

loves you.

• **Run away** = **fugir**

• **Look up** = **procurar algo em lista** – They **ran away** as soon as they saw the police. – She will have to **look** this word **up** in the dictionary.

• **Run into** = **encontrar por acaso**

• **Look upon** = **considerar** – I **ran into** my aunt at the

mall last weekend.

– Please, **look upon** this before you make a decision.

• **Run out of** = **ficar sem, falta de**

• **Look up to** = **respeitar, admirar** – *We **ran out of** gas before getting into town.*

– *In fact, I **look up to** him very much!*

• **Run over** = **atropelar**

– *The poor fellow was **run over** by an old car.*



TO MAKE, MADE, MADE – FAZER

• **Make off** = **escapar, fugir** TO TAKE, TOOK, TAKEN –
PEGAR, TORNAR, **LÍNGUA INGLESA**

– *The burglars were able to **make off** across the LEVAR, TIRAR back garden.*

• **Take down** = **demolir / anotar**

• **Make out** = **entender** – *The old building had to be **taken down**.*

– *I can't **make you out**! – I will have to **take down** his words.*

• **Make up** = **inventar / fazer as pazes / maquiar** •
Take in = **entender / receber / enganar**

– *That little girl likes to **make up** stories. Don't – You have to **take in** his lecture.*

believe her. – We usually **take in** many guests here!

– They had had a quarrel but now they have **made it up**.

– Don't be **taken in** by his promises. – Please, don't **make up**, my love. I like your natural

• **Take off** = decolar / despir / remover

beauty!

– The plane will **take off** in a few minutes.

• **Make up for** = compensar – You must **take off** all your clothes before having

– I'm sure that this will **make up for** your concerns. a shower.

• – This stain must be **taken off**. **Make up one's mind** = decidir

– She has **made up her mind** to go to the USA. • **Take on** = assumir / empregar

– He will **take on** this extra job.

TO PUT, PUT, PUT – COLOCAR – We will have to **take on** extra workers.

• • **Take to** = simpatizar **Put away** = economizar

– **Put away your money!** You never know about – *I took to John immediately. your future.* • **Take up = ocupar**

• – *As a matter of fact, this work takes up too much time.*
Put off = adiar / apagar

– *The game had to be put off due to the heavy rain.* •
Take up = adotar como hobby

– **Put off the light!** – *I took up tennis when I was young.*

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Now **CHOOSE** the appropriate Phrasal Verb to complete

TO TURN, TURNED, TURNED – TORNAR the following sentences using the appropriate form

• and tense. **Turn away = recusar / desviar**

– *She has turned away the employees.* A) He only _____
golf because his doctor told

– *He turned his eyes away when she looked at him.* him
he would have to get more exercise.

• B) When I first heard the announcement, I was too busy **Turn down = abaixar / recusar**

– *He turned the volume down.*
cooking to _____ it _____ properly.

– *I can't believe that you have **turned down** such* C)

Our local pub hasn't had the same atmosphere since

an invitation! it was _____ by one of the big breweries.

• **Turn off = desligar** D)

He's a marvellous mimic. You should see the way he

– *Please, **turn off** the light as you go.*

_____ the Prime Minister – it's hilarious!

• **Turn on = ligar** E) The jacket fits you very well round the waist, sir,

– *Please, **turn on** the light for it's very dark here.*

but if you feel it's too long, we can easily arrange for

it to be _____.

• **Turn out = desligar / resultar**

– ***Turn out** the gas before you get into bed.* F) My daughter's not a bit like me. She seems to

_____ her father in the way she acts.

– *The situation has **turned out** good.*

• G) Don't let him _____ you _____ with **Turn over = virar de cabeça para baixo**

his hard luck stories. The truth is that he's never done

– *The heavy truck had **turned over** after skidding*

an honest day's work in his life!

on the road.

• H) When our in-laws first met they _____ each **Turn up = aparecer / aumentar**

other immediately and they've been friends ever since.

– *That wonderful woman **turned up** suddenly and*

everybody became fascinated. I) Thank you for that explanation of union views but

– *Please, **turn up** the TV.* there is one point I'd like to _____ you

_____ on, if I may. Is it really true to say...?

CONSOLIDATION I J) Do you have trouble obtaining your copy of *Teacher's*

Weekly? Why not _____ a regular subscription

and be sure of receiving each edition as soon as it's

01. Look at the following selection of Phrasal Verbs formed published?

with *take* and their meanings:

K) The problem with losing weight, I think, is that all

Take after - resemble an older relative your clothes need to be _____.

Take in - understand / grasp

02. FILL IN the gaps with the suitable Phrasal Verbs found

Take in - make narrower

in the boxes using the the appropriate form and tense.

Take in - deceive

--

Take off - imitate in an amusing or satirical manner A) **come across** -
look down on - get away -

run out of - **take off**

Take on - accept (responsibility, etc.) 1. Unfortunately, we _____
gas when we

were almost getting there.

Take out - obtain something officially issued

2. We _____ Lucy the moment we went

Take over - take control of into the movies.

Take to - like instinctively 3. The defendant was able to _____
from the

police when he was being taken to court.

Take up - adopt as a hobby

4. The little kid was ashamed of _____ his

Take up - shorten clothes in order to swim.

Take up - challenge 5. Don't _____ me please! I love you so.

18 Coleção Estudo

Phrasal Verbs and False Cognates

Veja a seguir a listagem dos principais:

--

B) **get through** - **carry on** - **look over** -

put up with - **cut down on** **False Cognates**

1. They have to _____ their expenses for they **abuse** = ofender
abusar = **abuse** (*)

don't get the money they used to. **actual** = real atual = **present**

2. I do hope all of you will _____ the **actually** = na verdade
atualmente = **at present**

examination very easily. **adept** = hábil adepto = **follower**

advise = aconselhar avisar = **warn**

3. She said that she couldn't _____ this any

longer. **anthem** = hino antena = **aerial, antenna**

appoint = escolher apontar = **point at**

4. George has decided to _____ with the

appointment = compromisso apontamento = **note**

work he had been doing.

argue = discutir arguir = **question**

5. Could you _____ it _____? **argument** = discussão
argumento = **argument** (*),

I promise I will never do that again. **arrest** = prender arrastar =
drag

C) **turn down** - **put up with** - **attend** = assistir a **assume** = supor,
presumir assumir = **assume** (*) **look forward to** - **get rid of** - **give**
up atender = **answer**

beef = carne bovina bife = **steak**

1. In fact, she _____ to the day she will meet **candid** = franco, sincero
cândido = **pure, innocent**

him again.

cigar = charuto cigarro = **cigarette**

2. If I were you I would _____ smoking; **collar** = colarinho
colar = **necklace**

it's awfully hazardous to your health. **college** = faculdade colégio =
school

3. He had to _____ such a good job for **compass** = bússola
compasso = **compasses**

he wasn't able to move from his hometown. **comprehensive** =
completo compreensivo = **understanding**

4. You have to _____ this car at once. It's very **compromise** =
acordo compromisso = **commitment**

old. **costume** = fantasia costume =
custom, habit **LÍNGUA INGLESA**
deception = engano, fraude decepção = **disappointment**

5. In fact, I can't _____ all this situation any

more. I'll have to leave. **directory** = lista telefônica diretor =
director

disgust = nojo desgosto = **grief**



D) **bring down** - **make off** - **look up to** - **educated** = instruído, culto
bem-educado = **polite**

give away - **come about** **estate** = bens imóveis
estado = **state**

1. But, how could all that _____? **eventually** = finalmente
eventualmente = **occasionally**
2. The way he talked had _____ all the **exit** = saída êxito =
success

listeners. **expert** = perito esperto = **smart**

3. I can't understand how the robbers could _____. **exquisite**
= refinado esquisito = **odd, weird**
4. That businessman is used to _____ gifts to the **fabric** = tecido
fábrica = **factory**

poor at Easter. **genial** = jovial, cordial genial = **brilliant**

5. Young kids have to _____ the elderly. **guitar** = violão guitarra
= **electric guitar**

hazard = perigo azar = **bad luck**

FALSE COGNATES **injury** = ferida injúria = **insult** **ingenious** = criativo ingênuo = **ingenuous, naive**

Quando uma palavra em Inglês é semelhante a uma
ingenuity = criatividade ingenuidade = **naivety, naiveté**

existente em Português, de mesma origem,
principalmente **inhabited** = habitada inabitada = **uninhabited**
latina, essas palavras são denominadas “cognatas”,
isto é, **large** = grande largo = **wide**

possuem significados paralelos. A grande maioria das palavras
lecture = conferência leitura = **reading** de origem latina
existentes em Inglês possui os mesmos **library** = biblioteca
livraria = **bookstore**

significados em Português, sendo, portanto, “cognatas”.
magazine = revista loja = **store, shop**

Entretanto, há um percentual muito pequeno de palavras

malice = rancor malícia = **mischief**

existentes em Inglês, de origem latina, que possuem **malicious** = maldoso malicioso = **mischievous** significados diferentes daqueles que se poderiam supor,

mayor = prefeito maior = **bigger, greater**

comparando-se suas significações às existentes na Língua

miserable = muito infeliz mesquinho = **stingy, mean**

Portuguesa. Tais palavras são chamadas “**falsos cognatos**” ou

“**falsos amigos**”. Em Inglês, *False Cognates* ou *False Friends*. **misery** = aflição miséria = **misery** (*)

Editora Bernoulli **19 Frente A Módulo 22**

False Cognates **EXPRESSIONS**

morose = taciturno moroso = **slow**

Essential Expressions

notice = aviso notícia = **news** – *She had to be sent to*

novel = romance novela = **soap opera** at once *the hospital at once.* –
She had to be sent to

right away imediatamente *the hospital right away.*

operator = telefonista operador = **surgeon, operator** (*)
immediately – *She had to be*

sent to the hospital

ordinary = comum ordinário = **low, vulgar immediately.**

ore = minério – *You have arrived at* ouro = **gold**

last. I was very worried!

parents = pais at last – *You have arrived at* parentes = **relatives**

at length **length.** *I was very*

particular = específico finally *worried!* finalmente particular =
private

eventually – *You have arrived*

petrol = gasolina **eventually.** *I was very* petróleo = **petroleum, oil**
worried!

physician = médico físico = **physicist** – **At least, five students**

at least *will get the best grade.*

plant = usina, fábrica planta = **plant** (*) in the pelo menos – **In the**
minimum, five

minimum *students will get the best*

prejudice = preconceito prejuízo = **damage, loss grade.**

policy = linha política all of a sudden – **Suddenly, he opened**
suddenly repentinamente polícia = **police the door.** unexpectedly –
Unexpectedly, he presently (*) = em breve atualmente = **at present**
opened the door. – All of a sudden, he

pretend = fingir pretender = **intend** *opened the door.*

prospect = perspectiva – **As a matter of fact,** prospecto = **leaflet**

as a matter *I've had the intention to*

push = empurrar of fact go to Europe. puxar = **pull**

matter-of- na verdade – **Matter-of-factly,**

realize = perceber factly *I can't live without you.* **realizar** = **carry out, realize** (*) in fact – ***In fact***, I've decided to

resume = recomeçar *buy a brand new car.* **resumir** = **summarize**

scholar = erudito escolar = **school bus** – ***By the way***, have you by the way a propósito *bought the CD?* **sensible** = sensato sensível = **sensitive**

silicon = sílcio silicone = **silicone** *be here tonight!* – ***By all means***, she will

by all means

sort = tipo doubtlessly com toda – ***Doubtlessly***, she will sorte = **luck** certeza *be here tonight!* certainly

– ***Certainly***, she will be

stranger = estranho estrangeiro = **foreigner** *here tonight!*

succeed = ter sucesso suceder = **succeed** (*) – *Penicilin was*

discovered **by chance**.

support = apoiar suportar = **bear, stand** – *Penicilin was* by chance

by accident
por acaso

discovered **by accident**.

sympathize = solidarizar-se simpatizar = **like** – *Penicilin was* accidentally

discovered **accidentally**.

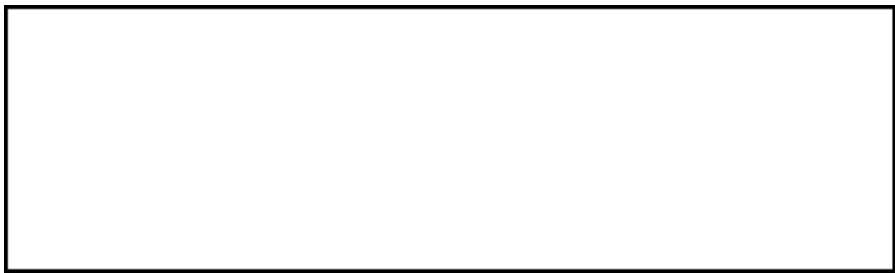
sympathy = compaixão simpatia = **liking**

– *I know that song* **by**

tenant = inquilino by heart **heart**. **tenente** = **lieutenant** de cor by memory – *I know that song* **by**

memory.

– *At present, things are*



OBSERVAÇÃO: at present *not so easy!* – *Nowadays, things are*

O asterisco (*) que aparece após algumas palavras indica *nowadays not so easy!* atualmente these days – *These days, things* que elas possuem dupla significação, sendo, portanto, today *are not so easy!* “falsos cognatos” apenas parcialmente. – *Today, things are not*

so easy!

20 Coleção Estudo

Phrasal Verbs and False Cognates

Essential Expressions 03. FILL IN the blanks with the proper adverbs or

expressions: at length, now and again, lately, all of a

actually – *Do you **actually** want sudden, on time.*

really realmente *to go?* A) She appeared here _____, I became amazed. – *Do you **really** want to go?* B) _____ the game is over. I was very nervous.

C) Have you been to the movies _____?

presently – *I'm sure they're going* D) _____ I like to go to the theater.
*to arrive **presently!*** logo soon – *I'm sure they're going* E) You have to be
there _____.

*to arrive **soon!***

– *Have you seen Judy* **PROPOSED EXERCISES**

lately ***lately?***

recently – *Have you seen Judy* **01.** (UEMA) A baby-sitter is
someone who ***recently?*** recentemente

A) takes care of children.

– ***Fortunately,** the* B) has a baby.

fortunately *accident wasn't so awful.* felizmente C) loves babies.

luckily – ***Luckily,** the accident*

wasn't so awful. D) has a baby sister.

– *Yes, I like to go there* E) never had a baby.

once in a ***once in a while.*** **02.** (UFMA) “I did the test all
over again” means: while de vez em – *Yes, I like to go there*

now and then quando ***now and then.*** A) Destroyed it

now and again – *Yes, I like to go there* B) Undid it

now and again.

C) Did it repeatedly

– *She says the same* D) Redid it *things **time and again.***

time and again again and – *She says the same* repetidamente **03.**

(FCM-RJ) “[...] *to make us realize*” significa *things again and*

repeatedly again A) para nos fazer realizar. **again.** – *She says the same*
B) para nos tornar realizados.

things repeatedly. C) para nos fazer entender. **LÍNGUA
INGLESA**

on time – *The plane always leaves* D) para nós nos realizarmos. na hora
on time.

in time – *Don’t forget! You must* **04.** (UFF-RJ)
Em “*It is not intended to justify independence [...]*”, a
tempo *be at the airport in time!* “*It is not intended*”
corresponde a

CONSOLIDATION II A) não se entende. B) não se
pretende.

C) não se entendia.

01. FILL IN the blanks with the following adverbs or D) não se
sugere.

expressions: right away, eventually, actually, by all

means, now and then. **05.** (PUC-SP) “*If a terrestrial plant is
deprived of water, it will*

A) I like to go there _____. *eventually die.*” Uma
planta terrestre deixada sem água

It’s very nice there. A) às vezes sobrevive.

B) After a long research, he _____ found B) poderá eventualmente morrer.

the cure for the disease. C) acaba por morrer.

C) She _____ is very beautiful. D) eventualmente morre.

You're very lucky! **06.** (UERJ) "[...] he realized that something was wrong with

D) _____, she will be here tonight.

the car [...]" means:

I have no doubt!

A) He did something wrong when driving the car.

E) He had to go home _____.

B) He noticed that he had made a mistake in driving

He couldn't be there.

the car.

02. FILL IN the blanks with the following adverbs or C) He understood that the car wasn't all right.

expressions: at least, by the way, by chance, nowadays, D) He saw that he was driving the car in the wrong way.

luckily.

A) _____, have you bought the book? **07.** (FMU/FIAM-SP) "He'd better resume the lecture". Seria

melhor
ele

B) _____, there was a good doctor nearby.

A) resumir a conferência.

C) _____ four students will be flunked. B) recomeçar a leitura.

D) _____ it is hard to live honestly! C) resumir a leitura. E) I

have met her _____. D) recomendar a conferência.

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08. (ITA-SP) Dadas as afirmações de que em português: Now Washington may try again. With a wretched

1. *Scholar* significa letrado. economy and long to-do list, it hardly seems an

2. *Sensible* significa sensato. 15 opportune moment. Advocates contend that bringing

immigrants' shadow economy into the light will fatten

3. *Fabric* significa tecido.

tax rolls, end the abuse of illegal workers, improve wages

Constatamos que está(ão) **CORRETA(s)** for all and spur economic growth. Historically, however,

A) apenas a afirmação nº 1. downturns have prompted Americans to shun foreigners,

B) apenas a afirmação nº 2. 20 not welcome them.

C) apenas a afirmação nº 3.

THE ECONOMIST, Apr. 18-24, 2009, p. 27. (Adapted).

D) apenas as afirmações nos 1 e 2.

E) todas as afirmações. **01.** O texto informa que

09. (ITA-SP) Dadas as afirmações de que em português: e na Câmara americana nos últimos anos. A) a imigração ilegal tem sido tema de discussão no Senado

1. *Exit* pode significar sucesso.

B) os Estados Unidos recebem um número grande de

2. *Commodity* pode significar comodidade. imigrantes, sobretudo em Los Angeles.

3. *Character* pode significar personagem. C) alguns países possuem modelos de imigração mais

Constatamos que está(estão) **CORRETA(S)** funcionais do que os Estados Unidos.

A) apenas a afirmação nº 1. D) as reformas relativas à imigração nos Estados Unidos

B) apenas a afirmação nº 2. têm sido apresentadas em número suficiente.

C) apenas a afirmação nº 3. E) os pedidos de imigração para os Estados Unidos

D) apenas as afirmações nos 1 e 2. ultrapassam o máximo oficialmente autorizado pelo

E) todas as afirmações. Senado.

02. Segundo o texto, a proposta de controle de imigração

TEXT I ilegal apresentada pelo Senado em 2007

A) não foi aprovada pela Câmara dos Deputados.

USP-2010 B)

foi questionada por órgãos públicos, como a polícia.

C) não foi aprovada por qualificar como crime a imigração ilegal.

United States

D) foi rejeitada por todos, reformistas, opositores e



outras autoridades.

E) teve apoio de vários políticos do partido no poder,
mas não dos opositores.

03. De acordo com o texto, discutir a questão da imigração agora

- A) limita a possibilidade de propostas oportunistas.
- B) é uma boa tentativa para resolver o problema.
- C) não parece muito oportuno.
- D) não impede que discussões mais detalhadas ocorram
no futuro.
- E) minimiza as críticas que Washington teme receber.

04. De acordo com o texto, para os defensores da reforma,

A) os Estados Unidos só têm a ganhar em termos

America receives more immigrants than any other políticos, econômicos e sociais com a regulamentação

country. But its system for dealing with them is a model da imigração. of dysfunctionality, with 11.9 m illegally present in 2008,

B) as perdas possíveis com a reforma limitam-se ao up 42% since 2000. Past efforts at reform have failed

aumento de pedidos de imigração.

05 dismally. In 2006 protesters filled city streets after the

House of Representatives passed a bill making illegal C) a regularização dos imigrantes ajudará os Estados

immigration a felony; but the proposal failed to pass Unidos a enfrentar a crise econômica porque mais

muster in the Senate. The Senate's own effort in 2007 impostos serão pagos. fared even worse. Police clashed with a crowd in Los D) o crescimento econômico do país depende, na atual

10 Angeles. Opponents of reform barraged senators with so conjuntura, do trabalho dos imigrantes.

many calls that their phone system crashed. The Senate's E) a legalização dos imigrantes já contribuiu para a melhoria

bill, designed to please all sides, ended up pleasing no one. de salários e de condições trabalhistas para todos.

22 Coleção Estudo

Phrasal Verbs and False Cognates

05. O pronome *their*, na sentença “*Opponents of reform* There is just as much chance that the timid Kosovan

barraged senators with so many calls that their phone child who enrolls in a school today will one day go on to

system crashed.” (linhas 10-11), refere-se a 30 read the news on the BBC. I am where I am because

A) policiais. I’ve been able to take advantage of the opportunities

offered by a Britain at its best – a land of hope that

B) senadores.

is open and confident. To deny these chances to a

C) opositores da reforma.

new generation of migrants would be an injustice to

D) reformistas. 35 the individuals concerned but, more important, it would

E) deputados.

mark a profound loss of faith in our nation’s place in this

new century of globalisation.

TEXT II ALAGIAH, George. Available at: <http://www.bbc.co.uk>. (Adapted).

UFMG 01. The author compares migration to running water because both are

Migration: A force of history A) occasionally controlled.

B) historical processes.



C) impossible to stop.

D) stable movements.

02. Alagiah says that migration has a positive effect. To prove

his point,
he

A) questions the help the Irish immigrants gave America

in the past.

Historically, the net effect of migration B) contrasts Australian and
American immigrants who

has been a benign one left for Europe. **LÍNGUA INGLESA**

I was born in one continent, moved to a second C) mentions two
well-known historical migration

movements.

and settled in a third. Asia, Africa and Europe; Sri

Lanka, Ghana and Britain. They are stepping stones D) tells his own
family story in order to give readers an

example.

to a better life, landmarks along the journey of one

05 migrant family. **03.** According to the author, the quote “oh but you are

Our motivation for leaving the land of our birth

different” (line 26) reflects people’s

over 40 years ago was no different to the reason

A) prejudices. C) origins.

so many make similar journeys today. The fact

B) hopes. D) realizations.

that these latter-day migrants are willing to risk

10 so much underlines a fundamental truth about

migration – the movement of people from poor and **04.** The author compares himself to a Kosovan child to imply

failing states to rich and stable ones is as inevitable as that he water running downhill. If water is a force of nature, A) suffered no prejudice on the part of the BBC. then migration is a force of history. The challenge is B) believes schools today are as good as before.

15 not to try to stop it but how to manage it. Historically, C) is not at all different from other immigrants.

the net effect of migration has been a benign one.

D) was also timid when he first got to Britain.

Where would America be without the unparalleled

05. movement of Irish people in the mid-to-late 19th

According to the text, which place does the author seem century? Where would modern Australia be if it had

20 continued to rely solely on the flow of people from the to consider his nation?

“mother” country? A) Ghana. C) Britain.

When I discuss migration with people who have B) Australia. D) Sri Lanka. a rather different take on it, there is always that

comical moment when they realise that – despite my

06. People who “have a rather different take on it”

25 English tones – I am an immigrant. An embarrassed (lines 22-23) have a different

“oh but you are different” is the best they can offer to A) occupation. C) culture. hide their prejudice. My answer is always the same. B) birthplace. D) opinion.

Editora Bernoulli 23 Frente A Módulo 22

TEXT III And no controversy will erase the historic impact. He also influenced a new generation of black musicians, including

Usher, Ne-Yo and Kanye West.

UEMG-2010 Jackson’s changing physical appearance in the past two decades led to criticism that he was trying to be less

Michael

black. But during a 1993 interview with Oprah Winfrey,

Jackson shot down rumors that he was dying his skin to

King Of Pop **Jackson**

make it lighter. He told the talk show host that he had vitiligo, a disorder that destroyed his skin pigmentation.

1958-2009 Total worldwide sales of more than 350 million records over his 40-year career give just a hint of the adoration there was for the “King of Pop”. On June 25, 2009, with his sudden death at age 50 of a cardiac arrest just as he was just coming out of a four-year reclusive period and rehearsing for a sold-out London concert in July seems uncommonly cruel and tragic. Millions of dedicated fans will remember where they were “the day Michael died” and he will be remembered as a musical hero – but also a man with human flaws.

CNN.com and The Internet Movie Database.com. (Adapted).

01. All the statements below refer to Michael Jackson’s life,

American superstar Michael Jackson was born in Gary, **EXCEPT** Indiana on August 29, 1958 and entertained audiences

A) He was an amazing singer and dancer. nearly his entire life. A musical prodigy, Michael’s singing and dancing talents were amazingly mature and he soon B) He changed his physical appearance in the past two

became the dominant voice and focus of The Jackson 5. decades.
As The Jackson 5, they became a cutting-edge example of C) He was
afraid of himself.
black crossover artists. “You basically had five working-class D) He
entertained audiences nearly his entire life.

black boys with Afros and bell bottoms, and they

really didn’t have to trade any of that stuff in
order **02.** In “[...] they became a cutting-edge example of black
to become mainstream stars. Young Michael Jackson

crossover artists”, the expression **cutting-edge** means

was the first black ‘bubblegum teen star’. He became

one of the first African-Americans to be a global icon”, that
said Mark Anthony Neal, a professor of black popular A) The
Jackson 5’s music style was considered to be

culture at Duke University’s Department of African and old-
fashioned in the music business.

African-American Studies. B)

The Jackson 5’s music style was considered to be a

Solo success for Michael was inevitable, and by the vanguard in the
music business. 1980s he had become infinitely more popular than

his brotherly group. Record sales consistently orbited, C) The
Jackson 5’s music style was considered to be

culminating in the biggest-selling album of all time,
blocking other black artists’ music style. *Thriller*, in 1982. From his
precocious abilities as a young D) The Jackson 5’s music style was
considered to be

singer in The Jackson 5 to his legendary “moon-walk” imitating
other music styles. dance, Jackson continued as a pioneer in the
black

culture when he broke barriers by appearing on
MTV **03.** In the sentence “Record sales consistently orbited, and

had much better luck with elaborate music videos. culminating in the biggest-selling album of all time,

The former president of CBS Records, Walter Yetnikoff, *Thriller*, in 1982,” **the biggest** is remembered with scorn that MTV would not play “Billie Jean” A) a comparative. C) an adverb.

“Beat It” because it billed itself as a rock station. B) a superlative. D) none of the above. Michael Jackson co-wrote with Lionel Richie, “We Are

the World,” a 1985 charity single that raised an

estimated **04**. According to CBS Records president Walter Yetnikoff, \$50 million for famine relief in Africa, ushered in Live Aid MTV would not play Michael Jackson’s “Billie Jean” and

and the era of celebrity philanthropy. Michael Jackson “Beat it” videos in the early 1980s at first, because

was the supreme showman who had an unrivalled knack A) the videos were considered too violent for the viewers.

Michael Jackson made culture accept a person of color B) the videos were not as elaborate as the other artists’ at the time. of grabbing headlines.

way before Tiger Woods, way before Oprah Winfrey,

way before Barack Obama. Michael did with music what C) Michael Jackson was too young for the MTV audience.

they later did in sports and in politics and in television. D) MTV was not promoted as a black music channel.

24 Coleção Estudo

Phrasal Verbs and False Cognates

05. According to the text, in the 1990s there were rumors

ENEM EXERCISES

that he was dying his skin. The rumors were saying that

A) he was killing his skin cells. Texto para as questões **01 e 02**

B) his skin cells were not functioning well.



C) he was changing the color of his skin.

D) he developed skin cancer.

06. The title “King of Pop” was given from Elizabeth Taylor

to Michael Jackson. According to the text, **King of Pop**

is a true nickname to Jackson due to

A) the amount of records he has sold throughout the

world so far.

B) the fact that he spent most of his life inside a castle.

C) the fact that England's royal family was going to see
his first show of the tour in London.

D) the title of his compilation CD released in 2008. Creative Commons

Ain't no sunshine

TEXT IV [Spoken Intro:] You ever want something

Mackenzie-SP-2011

That you know you shouldn't have
The more you know you shouldn't have it,

The more you want it

Clocks in your head And then one day you get it,

Many of us look forward to sleep as a respite from the
It's so good too

worries of the day. But it is not as free
from care as we

But it's just like my girl **LÍNGUA**

INGLESA might hope, according to Jan Born, a

neuroendocrinologist When she's around me
at the University of Luebeck in Germany. Even as we doze, I just feel
so good, so good

our brains somehow keep track of our daily schedule and But right
now I just feel cold, so cold

signal the release of a stress hormone one hour before Right down to

my bones we have to get up. By then, hitting the snooze button is 'Cause ooh... just fighting the inevitable.

Ain't no sunshine when she's gone

BORN, Jah. Available at: <http://www.discover.com>.

It's not warm when she's away

01. Jan Born states that And she's always gone too long
Ain't no sunshine when she's gone

A) a nap after work can be very stressful. Anytime she goes away B)
while awake, the brain knows how to control our daily [...]

schedule. Composition: Bill Withers

C) people occasionally get up one hour before the

01. O trecho anterior, retirado de uma canção interpretada

scheduled hour. por Michael Jackson, tem como tema

D) sleeping won't set you free from your problems. A) a paz entre os povos.

E) as soon as people wake up, they hit the snooze button. B)
o amor por uma garota que se foi.

C) o apelo ao perdão.

02. In which sentence is the expression "look forward to" D)
um amor não correspondido.

CORRECTLY used? E) um caso de amor correspondido.

A) She looks forward to moving abroad before long.

02. O fragmento "*Ain't no sunshine when she's gone [...]*" B)

I'll look forward the applications and pick out the best. pode ser interpretado como:

A) Não existe Sol quando ela se vai.

C) They wanted a financial controller to look forward the

B) A vida fica triste quando ela está longe.

city's accounts.

C) O mundo é melhor quando ela não está por perto.

D) Shall we look forward the cathedral this afternoon? D)

O Sol brilha toda vez que ela se vai. E)

They must look forward to their defense. E)

O Sol brilha mais forte quando ela não está presente.

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GLOSSARY

• Consolidation II Awful = horrível

• 01. A) now and then Burglar = ladrão

• B) eventually Childhood = infância

C) by all means



D)

Actually

E) right away

02. A)
By the
way

B)
Luckily

C)
At
least

D) Nowadays

E)
by
chance

03. A) all of a sudden

sxc B) At length

• Income = rendimento, salário C) lately • Murder = assassinato D)
Now and again • Poverty = pobreza E) on time

• Quarrel = briga, discussão

Proposed Exercises • Skid (verb) = derrapar (skid –
skidded – skidded)

• Wounded = ferido, machucado

01. A 04. B 07. D

ANSWER KEY 02. D 05. C 08. E

03. C 06. C 09. C

Consolidation I Text I

01. A

01. A) took up 02. D

B) take it in

03. C

C) taken over

04. A

D) takes off

E) taken up 05. B

F) take after Text II

G) take you in

H) took to 01. C I) take you in 02. C J) taking out

03. A

K) taken up

04. C

02. A) 1. ran out of 05. C

2. came across 06. D

3. get away Text III

4. taking off

5. look down on

B) 1. 01. C cut down on

2. 02. B get through

3. put up with 03. B 4. carry on 04. D 5. look it over 05. C
C) 1. is looking forward 06. A

2. give up Text IV 3. turn down

4. get rid of 01. D 5. put up with

02. A

D) 1. come about Enem
Exercises 2. brought down

3. make off

4. 01. B giving away

5. look up to 02. B

26 Coleção Estudo

LÍNGUA INGLESA MÓDULO FRENTE
23 A Causative Verbs and Use

of Gerund and Infinitive

CAUSATIVE VERBS The passive
causative structure

Na forma passiva, usualmente, não há agente. O verbo

O causativo é uma estrutura comum no Inglês. Ele é usado

a ação fica no particípio passado e o objeto vem antes dele.

quando uma coisa ou pessoa faz com que outra coisa ou pessoa realize algo. Existem duas estruturas possíveis de

serem usadas na composição dos causativos: a voz
ativa e Subject Causative Action verb verb Object (past
participle)

a voz passiva.

our cell

Exemplos com o verbo *have*: phone We had stolen

Alice had her hair cut

– *I had Mark fix my car.* (I arranged for the car to be fixed the Troy had cleaned windows by Mark. / I caused him to fix it.)

– *I had the car fixed.* (I arranged for the car to be fixed

Other causative verbs

by someone. As we don't know who, this is like a

passive.) Podemos usar outros verbos como

causativos.

Verbs Meaning Examples



Make force, The police made us lie on the compel mattress.

Get have She got her hair cut.

Let allow I'll let you borrow my car.

CONSOLIDATION I

01. COMPLETE the causative sentences by filling in the gaps.

You can use *have* or *get*.

e Commons

A) I think the carpenter should fix my window.

I'll _____ my window _____.

B) I think the cleaner should wash my car.

Comedy_nose / Creativ I'll _____ my car _____.

C) I think the builder should fix my house.

The active causative structure

I'll _____ my house _____.

Na forma ativa, o agente da ação é mencionado. Segue a **02. USE** the following verbs in the appropriate tense to fill in

estrutura básica dessa forma: the blanks.

a) let b) make c) have d) get

Subject Causative Action A) Tom really wanted a cat, but his parents wouldn't **Object Object verb verb** _____ him have it.

Mark had his sister do her task B)

I _____ the courier take one book over to

The the my friend last week.

paramedics victim C)

How did you _____ the doctor to make a house had stop his car

the call?

We had fix our tap plumber D) The teacher _____ the students do the exercises.

Editora Bernoulli **27 Frente A Módulo 23**

GERUND, INFINITIVE WITH “TO”

Há certas expressões idiomáticas que pedem, obrigatoriamente, o verbo seguinte no gerúndio.

AND INFINITIVE WITHOUT “TO”

São elas:

Uso do gerúndio it's no good - be used to - can't help -
can't stop - it needs - it wants - it's no use - look forward to -

Há certos verbos em Inglês que pedem, obrigatoriamente,
there is no - worth - worth while

o verbo seguinte no
gerúndio, valendo, em significado, pela
forma infinitiva.

São eles: Expression Meaning

--	--

admit - advise - avoid - consider - delay - deny - it's no good não ser bom

--	--

detest - dislike - endure - enjoy - escape - excuse be used to ser acostumado a

- fancy - finish - forbid - imagine - keep - mind - miss - can't help não
poder evitar postpone - practice - risk - stop - suggest - understand

can't stop não poder parar

Verb Meaning it needs

necessita de

admit admitir it wants advise aconselhar

it's no use não resolve

avoid evitar

look forward to esperar ansiosamente por

consider considerar

delay there is no não há demorar

deny negar it's worth (it) vale a pena

detest detestar it's worth while vale a pena dislike não gostar

endure suportar **Exemplos:**

enjoy desfrutar – ***It's no good working so much.***

escape escapar

– ***Peggy is used to studying very hard.***

excuse desculpar

fancy – Joe ***can't help*** loving her. fantasiar /
apreciar

finish terminar – I ***can't stop*** loving you. forbid
proibir

– ***It needs
repairing.***

imagine imaginar

keep – *It wants repairing.* manter

mind importar-se – *As a matter of fact, it's no use going there.* miss faltar / sentir falta

– *Is it worth buying such an expensive car?*

postpone adiar

practice praticar **Uso opcional do gerúndio ou do**

risk arriscar

stop parar **infinitivo com to**

suggest sugerir

Há certos verbos que pedem, opcionalmente, o verbo

understand compreender

seguinte no **gerúndio** ou no **infinitivo com to**.

Exemplos:

São eles:

– *Mark and Grace **avoid** going there.*

– Lucy **dislikes** studying German so much.

attempt - begin - cease - continue - dread - forget -

– Bob doesn't **imagine** having such a nice car.

hate - intend - learn - like - love - need - neglect - omit

– Please, **keep** writing your book. - prefer - propose - regret -

remember - start - try – Don't **risk** going there so soon.

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Causative Verbs and Use of Gerund and Infinitive

Verb Meaning CHECK IT OUT C

attempt tentar

begin começar

É preciso ficar atento ao uso do gerúndio ou do

continue as regras citadas anteriormente. Para esses
continuar

verbos, o uso de gerúndio ou infinitivo com

dread recear

to acarretará mudança no sentido da frase.

forget esquecer

hate **Exemplos:** odiar

intend pretender – *I **stopped** smoking.* (A ideia veiculada é
a

learn aprender de mudança de hábito.)



like gostar de



– *I **stopped** to smoke.* (A ideia veiculada



love amar é a de motivo, razão.) need precisar



Em casos como esse, é essencial que



neglect negligenciar



o contexto em que a frase se encontra seja

omit omitir

analisado.

prefer preferir

propose propor

regret lamentar

remember lembrar-se **Uso do infinitivo**
sem to (bare

start começar infinitive ou plain
infinitive)

try tentar

Para os verbos que indicam percepção ou que denotam

Exemplos: as funções dos sentidos em Inglês, se aparecerem em **LÍNGUA INGLESA** estruturação de voz ativa, emprega-se o **infinitivo sem to**

– *They **continue** working very hard.* ou o **gerúndio**, opcionalmente.

*They **continue** to work very hard.* São eles:

– *Matheus **hates** speaking Spanish here.*

feel - hear - notice - observe - see - smell - taste - watch

*Matheus **hates** to speak Spanish here.*

– *They **like** teaching at the Institute.* Verb Meaning

*They **like** to teach at the Institute.* feel sentir

hear ouvir

– *She **loves** studying English very much.*

*She **loves** to study English very much.* observe observar

– *Please, don't **prefer** going there.* see ver

smell cheirar

*Please, don't **prefer** to go there.*

taste ter paladar / provar

– *I **remember** doing this very well.* watch observar

*I **remember** to do this very well.*

Exemplos:

No caso da expressão *can't bear* –
que significa “não poder – *I can **hear** him playing the piano.*

suportar” –, pode-se usar o verbo seguinte no
gerúndio ou

– *I can **hear** him playing the piano.*

em forma infinitiva com **to**.

– *Bill **observes** them playing cards.*

Exemplos: – *Bill **observes** them play cards.*

– *In fact, she **can't bear** staying there any more. – I can **see** them studying very hard.*

*In fact, she **can't bear** to stay there any more. – I can **see** them study very hard.*

Entretanto, se esses verbos aparecerem em estruturas

CONSOLIDATION II

frases na voz passiva, emprega-se, obrigatoriamente,
o **infinitivo com to**.

Exemplos: 01. (FUVEST-SP / Adaptado) **COMPLETE** com a forma verbal

– *Judy **was heard** to scream.* adequada:

– *The thief **was seen** to rob the car.* A) They want _____
(buy) a new house

before _____ (sell) the old one.

– *That man **was observed** to enter here.*

B) “One shouldn’t start _____

– *Lucy **was noticed** to take the book.*

(try) _____ (drive) cars before one

Os verbos *let* e *make*, quando aparecem em estruturas
has finished _____ (have) lessons

frases na voz ativa, são seguidos de **infinitivo sem to**.

in _____ (drive).”

Exemplos:

C) Excuse my _____ (arrive) late

– He will **let** you go. and not _____ (be) on time again.

– She will **make** you study hard. I had to stop in order
_____ (see)

a sick
friend.

– Please, **let** me know about everything.

D) Do you feel like _____ (go) _____

– Oh, don't **make** me laugh!

(visit)
her?

No entanto, se os verbos *let* e *make* aparecem em estruturas

E) He denied _____ (drink) so much

fraseais na voz passiva, são seguidos, obrigatoriamente, pela

forma **infinitiva com to**. yesterday.

Exemplos:

02. (FUVEST-SP) **TRANSCREVA**, transformando as orações

– This student **was made** to write a composition. com a anteposição de “would you mind [...]”

– The girl **was let** to read the magazine. A) Please mail this letter for me.

– The old man **was made** to run quickly.

– I **was let** to go. _____

B) Wait outside a few minutes.

Há certas expressões que são, obrigatoriamente, seguidas de verbos na forma **infinitiva sem to**.

São elas:

had better - had rather - would
rather - had sooner - PROPOSED
EXERCISES need hardly - need scarcely - cannot but

Verb Meaning 01. (Fatec-SP / Adaptado) Observe o uso
(função gramatical)

had better seria melhor da forma *-ing* nas frases seguintes:

had rather preferiria I. *For several years, a British energy company, British*

would rather preferiria *Gas, has been quietly drilling in the Mediterranean.*

had sooner preferiria II. *Instead, Sharon is leaning toward [...]*

need hardly precisar muito III. *[...] for their resource [...] would end up financing*

need scarcely precisar pouco *terrorist attacks [...]*

cannot but não poder senão

O uso dessa forma é igual ao que se encontra em *Despite*

Exemplos: *losing a Likud Party vote [...]*, **EXCETO** na(s) frase(s)

- *You **had better** go to the movies.* A) I e II.
- *They’d **rather** study English.* B) I e III.
- *She **had sooner** be at that building.* C) II e III.
- *I **cannot but** study very hard.* D) I.
- *She **needs scarcely** buy a new car.* E) III.

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Causative Verbs and Use of Gerund and Infinitive

02. To understand what capitalism might become, we
(Mackenzie-SP) Indicate the alternative that **BEST**

completes the following sentence.

first have to understand what it is. This is not so simple.

“I had hoped my letter.” Capitalism includes a market economy, but many

traditional market economies are not capitalistic.

A) her answer D) that she would answer

05 It includes trade, but trade, too, long precedes

B) her answering E) to her answer

capitalism. It includes capital – but Egyptian pharaohs

C) that she answer

and fascist dictators commanded surpluses too.

03. (Mackenzie-SP) Indicate the alternative that **BEST** The French historian Fernand Braudel offered

completes the following sentence. perhaps the best description of capitalism when

“ 10 he wrote of it as a series of layers built on top is a dangerous sport.”

of the everyday market economy of onions and wood,

A) Parachuted D) Parachute

plumbing and cooking. These layers, local, regional,

B) Parachuteneer E) Parachuting

national and global, are characterised by ever

C) Parachuter

greater abstraction, until at the top sits disembodied

04. 15

finance, seeking returns anywhere, uncommitted to
(UNESP) Assinale a alternativa **CORRETA**.

any particular place or industry, and commodifying

Both Mary and Roger enjoy _____ tennis.

anything and everything.

A) *plays* D) *playing*

Only a few decades ago there was great interest

B) *play* E) *played*

in what would supersede capitalism. The answers

C) *to playing*

20 ranged from communism to managerialism, and

05. from hopes of a golden age of leisure to dreams

(ITA-SP) A MELHOR forma de concluir a sentença a seguir é:

of a return to community and ecological harmony.

Although personal appearance is of great importance

when going to an interview for a job, the candidate Today

these utopias can be found in the movements

LÍNGUA INGLESA around the World Social
Forum, on the edges of all of *should be careful*

25 the major religions, in the radical sub-cultures that

A) *to not overdress.* D) *do not overdress.*

B) *to do not overdress.* surround the net, and in
moderated form in thousands E) *not overdress.*

C) *not to overdress.* of civic ventures across the world.

TEXT I MULGAN, Geoff. Available at: <http://www.prospect->

[magazine.co.uk/article_details.php?id=10680](http://www.prospect-magazine.co.uk/article_details.php?id=10680).

UFMG-2010 Accessed: Jun. 17th, 2009.

Text I 01. The introduction to the text implies that, at present, the

After capitalism capitalist system

The era of transition that we are entering will be disruptive

A) guides transitions.

– but it may bring a world where markets are servants,

not masters. B) rules the world.



C) serves the market.

D) teaches governors.

02. The **BEST** topic for the first paragraph is that

A) capitalism includes market economy.

B) it is not very easy to define capitalism.

C) the elements in capitalism are traditional.

D) we cannot tell the future of capitalism.

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03. According to the text, **market economy, trade** and **08.** We can infer that the cartoon above says that socialism

capital (1st paragraph) are A) interested few workers.

A) alternatives to ancient policies. B) found hope in capitalism. B) byproducts of new capitalism. C) scared people in the US.

C) insufficient to define capitalism. D) surprised most politicians. D) theories of economic systems.

04. Braudel suggests that capitalism is **TEXT II**

A) mostly defined by agriculture.

B) moving towards immateriality.

CEFET-MG–2010 C) oriented towards local finance.

05. D) related to specialized industry. I'm hiding now that Good Ralph, it's me Yeah, but Night, Good out in the congress has night, grimm, where now it's only John night, woods with John switched all picking up boy are you? analog boy my analog The word **disembodied** (line 14) can be **BEST** TVs to digital, old 50's Night, TV. Night, TV. is your analog and 60's John John boy understood as still working? TV shows. boy

Well, I'm

A) foreign. going to sleep now. B) marketed.

C) nearby.

D) vague. Available at: [http://www.cartoonistgroup.com/store/add.](http://www.cartoonistgroup.com/store/add.php?iid=30224)

php?iid = 30224. Accessed: Sept. 12th, 2009.

06. Communism and managerialism (line 20) are

mentioned in the text as systems that **01.**

This comic strip shows that it is difficult to reduce the A) are considered unwanted utopias nowadays. number of old TV sets or their toxic materials sent to

B) could have been alternatives to capitalism. recycling hubs because some decisions go beyond the

C) managed to supersede globalized capitalism. choices made by D) were commonly considered the golden ages.

A)
environmentalists

07. B) administrators.

We can say that the author of the text thinks that religion

C)
broadcasters.

A) can be seen as sub-culture.

D)
consumers.

B) is a radical way of living.

E)
politicians.

C) allows for utopian ideals.

D) induces civic engagement.

Study this cartoon: **UFTM-MG-2008**



THEY BOTH SAW A LIGHT AT THE END OF THE TUNNEL.

Literacy crucial to promoting better health



conditions worldwide

Following is UN Secretary-General Ban Ki-moon's
message for International Literacy day, observed

8
September:

The theme of this year's International Literacy
Day – health and literacy – highlights the crucial
role of literacy in promoting better health conditions
worldwide.

There are many important links between literacy
and health. Literacy skills and practices are powerful
instruments enabling women and men to develop
the necessary capacities and self-confidence for

Available at: <http://www.cartoonstock.com>. improved health.
Children have more opportunities

Accessed: Jun. 17th, 2009. to grow up healthy and to receive
an education when

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Causative Verbs and Use of Gerund
and Infinitive

they are raised by literate mothers. Literacy thus **03.**

(Adaptado) No trecho do quinto parágrafo do texto –

benefits the health not only of individuals, but also

“Yet today, there are an estimated 774 million illiterate

of families and whole communities. adults [...]” –, o termo

yet significa, em português, Health care and educational

opportunities can be

A) ainda.

promoted at one and the same time. For example,

paediatric practices have proved to be useful for B)

sempre.

providing guidance on literacy and for helping C)

também. parents prepare their children for schooling.

Literacy

D)

portanto.

programmes with a health dimension can play a

critical part in creating and sustaining a healthier **04.**

No texto, argumenta-se que world, as can health initiatives

with a literacy

A) a educação depende das condições de saúde da

component.

This year marks the halfway point in the

United população mundial, que, por sua vez, depende da

Nations Literacy Decade (2003-2012). Yet today,

alimentação.

there are an estimated 774 million illiterate adults, B)

a alfabetização e a educação em geral promovem

two thirds of whom are women. More than 72 million
melhores condições de saúde da população.

children are not in school. These figures remind us c)
o direito à saúde e à educação é garantido por lei e

how much remains to be done to ensure that people's
será implementado pela ONU em uma década.
rights to education and literacy are fulfilled.

D) a saúde promove o desenvolvimento humano e a

This year is also the midpoint in our race to achieve
the Millennium Development Goals by 2015. One of
igualdade de gênero entre mulheres e homens. the goals is to
achieve universal primary schooling E) o desenvolvimento
econômico, a saúde e a educação

– where literacy begins. Higher literacy rates, in estão
contemplados na *United Nations Literacy*

turn, would advance our efforts to improve maternal
Decade. and child health, combat HIV / Aids, malaria
and

other diseases, and reach the other Millennium

Development goals. Overall, literacy sustains TEXT
IV LÍNGUA INGLESA development. It helps
eradicate extreme poverty

and increases opportunities while promoting gender

equality and environmental sustainability. UFSJ-

Available at: <http://www.un.org/news/press/docs/>

2007/sgsm1131.doc.htm. (Adapted). **Gangland Dublin:
deadly spree of violence**

leaves a “carefree” city looking into abyss

01. Segundo o texto,

A) cerca de 774 milhões de mulheres e crianças são The
image of Dublin as a prosperous, carefree

analfabetas no mundo.

city has been dealt a series of blows by a surge of

B) atualmente, as mulheres são a maioria dos adultos analfabetos no
mundo. gangland violence that has led to a record
number

C) as mulheres são as primeiras responsáveis pela of murders and
created a security crisis for Bertie

alfabetização dos filhos.

Ahern’s Government. Ten years after, the murder of

D) por virem de famílias de analfabetos, 72 milhões de Veronica
Guerin, the investigative journalist, triggered

crianças estão fora da escola.

a public outcry over the country’s power-thirsty

E) há, nas Nações Unidas, comunidades e famílias

inteiras sem acesso à educação e à saúde. drug dealers, an
escalating new feud has illuminated

the dark underbelly of the Irish capital.

02. O texto menciona uma Meta de Desenvolvimento do Police launched a murder investigation yesterday

Milênio que levaria a outros desenvolvimentos. Qual é after a 28-year-old man became the latest victim of

essa meta? the violence. He was shot in the early hours of the

A) Melhorar a saúde infantil e a materna. morning as he slept on a sofa in a house in the north

B) Sustentar o desenvolvimento por meio do letramento

inner-city district of Dublin.

materno.

C) Combater o HIV / Aids. Named locally as Stephen Ledden, a father of one

D) Universalizar a educação primária. and a convicted robber, he was believed to have

E) Erradicar a pobreza extrema. been targeted in retaliation for the murder of a rival

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criminal outside a supermarket in Dublin two weeks

ENEM EXERCISES

ago. Mr. Ledden was killed by a gunman who entered

the house through the unlocked front door before shooting him once in the back of the head.

Texto para as questões 01 e 02

The murder of Mr. Ledden was the 63rd violent



death in the Irish Republic this year, including 27 gun killings, the highest level in almost a decade. They include the murders this month of Dublin's "Mr. Big",

the drugs baron Martin “Marlo” Hyland, and Anthony Campbell, 20, an apprentice plumber, who was in the house at the time and was shot to stop him identifying the killer.

LISTER, David. *The Sunday Times*,

Jun. 10, 2007.

01. The city of Dublin has been seen up to now as

- A) critic and dangerous.
- B) prosperous and carefree.
- C) murderous and sly.
- D) violent and secure.

02. The text states that Veronica Guerin was

- A) the chief of a feud between gangs.
- B) a dangerous Irish drug dealer. Editoria de Arte
- C) a reporter murdered ten years ago.

D) the Mayor of the capital of Ireland. **01.** The G8, a group composed of the most powerful countries

in the world, makes decisions that can affect people's lives

03. The following statements are true about the latest victim all over the world. Due to that, it is highly observed and

of violence in Dublin, **EXCEPT** often criticized. By the cartoon we can

infer that A) He was sleeping in the police station.

A) the G8 politicians will increase 50% of their deficits

B) He was reported to have been 28 years old.

by
2013.

C) He was in an inner-city district of the capital.

B) the G8 politicians are very popular.

D) He was murdered with a fire shot.

C) 2013 will be the year of a 50% cut in their deficits.

04. Stephen Ledden, the victim referred to by the article, D) 2013 will be a year of economic improvement.

A) was killed by his wife. E)
G8 politicians don't usually keep their promises.

B) had a large family of children.

C) had been a gunman before. **02.** We can conclude that the leaders of the G8 are gathering

D) was a criminal himself. in vain because

05. A) they are not going to do what they say. In the Irish Republic this year there have already been

A) 63 violent deaths. B) they need to change the world.

B) 27 gang murders. C)
they are very powerful and don't make mistakes.

C) 20 murderers' identifications. D) they try to make things better.

D) one drug related death. E) of their effortless approach.

Causative Verbs and Use of Gerund and Infinitive

Texto para questão **03** Among the two major parties, the Democratic

Party generally positions itself as left-of-center and

Trade postcards with us!



**Be sure to include a postcard stamp,
or we cannot return the postcard!**

correspondence this side only

Send us a postcard in an envelope with your name, your address, a postcard stamp, and what you would like to know about the ANDRILL project, or a question you have about Antarctica, and we'll send a postcard to you from the ice!

POSTCARD

address only, this side

place correct postage here

ARISE

McMurdo Station

Project G-091-M

PSC 469 Box 800

APD AP 96599-1035 U.S.A.

supports an American liberalism platform, while the Republican Party generally positions itself as right-

of-center and supports an American conservatism
platform.

Available at: http://en.wikipedia.org/wiki/Politics_of_the_United_States.

Accessed: Feb. 3rd, 2011.

One of the most appreciated topics when it comes to making jokes and critics is the subject of politics, and the American two-party system is never forgotten. Here is a funny (and highly critical) way of differring each one of them:

You might be a Democrat if...

You've ever referred to someone as a "bigot or Nazi".

You've ever tried to prove Jesus was a married man.

Available at: <http://andrill.org/iceberg/postcards/index.html> You oppose the death penalty, but support abortion.

Accessed: Apr. 18, 2011 (Adapted). You support diversity, as long as others agree with you.

03. (Enem-2010) Os cartões-postais costumam ser utilizados
You've ever uttered the phrase, "you hypocrite".

por viajantes que desejam enviar notícias dos lugares You

support PETA and Green Peace, but still eat beef,

que visitam a parentes e amigos. Publicado no *site* do fish, lamb, and wear leather garments. projeto Andrill, o texto em formato de cartão-postal tem

You agree that all the world's problems can be traced

LÍNGUA INGLESA

o propósito de back to white Anglo-Saxon men taking advantage of

A) comunicar o endereço da nova sede do projeto nos others.

Estados Unidos.

When people say “Marx,” you think, “to bad his idea

B) convidar colecionadores de cartões-postais a se didn't work”.

reunirem em um evento. You argue that you need 300 laws to control guns.

You really think that guns kill people. Not people kill

C) anunciar uma nova coleção de selos para angariar

people.

fundos para a Antártica.

You've ever said “reduce paper, save a tree”.

D) divulgar às pessoas a possibilidade de receberem um You justify lying cheating Democrats because

cartão-postal da Antártica. Republicans lie and cheat.

E) solicitar que as pessoas visitem o *site* do mencionado You ever start or end an argument on the phrase,

projeto com maior frequência. “you are closed-minded”.

Available at: http://www.jokesaboutpolitics.com/politics_

HAVING FUN joke_456.html. Accessed: Feb. 3rd, 2011.

**American political parties You might be a
Republican if...**

The modern political party system in the United
You think “proletariat” is a type of cheese. States is a
two-party system dominated by the
You’ve ever referred to someone as “my (insert racial

Democratic Party and the Republican Party. These or
ethnic minority here) friend”. two parties have won
every United States presidential
You’ve ever tried to prove Jesus was a capitalist and

election since 1852 and have controlled the United
opposed to welfare. States Congress since at least
1856. Several other You’re a pro-
lifer, but support the death penalty.

third parties from time to time achieve relatively
You once broke loose at a party and removed your
minor representation at the national and state levels.
neck tie.

You've ever uttered the phrase, "Why don't we just throw a bomb at them." 02. A) let

You don't think "The Simpsons" is all that funny, but B) had you watch it because that Flanders fellow makes a

C)
get

lot of sense.

D)
made

You don't let your kids watch "Sesame Street" because you accuse Bert and Ernie of "sexual deviance."

Consolidation II

You've ever yelled, "Hey hippie, get a haircut."

You think Birkenstock was that radical rock concert 01. A) to buy / selling

in 1969. B) to try / driving / having / driving You argue that you need 300 handguns, in case a

C) arriving / to be / to see

bear ever attacks your home.

You've ever called education a luxury. D) going / to visit

You confuse Lenin with Lennon. E) drinking

B) Would you mind waiting outside a few

GLOSSARY minutes?

• Proposed Exercises Fix (verb) = consertar (fix – fixed – fixed)

- 01. A 04. D Laugh (verb) = rir (laugh – laughed – laughed)

02. D 05. C



03. E

Text I

01. C 05. D

02. B 06. B

03. C 07. C

04. B 08. B

Text II

01. D

Text III

01. B 03. A

02. D 04. B

sxc Text IV

• Repairing = conserto, reparo

01. B 04. D

ANSWER KEY 02. C 05. A 03. A

Consolidation I Enem Exercises

01. A) have – fixed 01. E

B) get – washed 02. A

C) have – fixed 03. D

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LÍNGUA INGLESA MÓDULO FRENTE 24 A Special Difficulties

VOCABULARY: SPECIAL Exemplos:

DIFFICULTIES – *The snow is **falling** now.*



Assim como no Português, existem, no Inglês, algumas peculiaridades com relação ao vocabulário que merecem

atenção. São elas:

- **ACCEPT** – aceitar
- **EXCEPT** – exceto (equivale a *but*)

Exemplos:

– *He didn't **accept** my offer.* sxc

– *Nobody went to the office, **except** George.* – *I **feel** happy today.*

– *We **filled** the closet with books.*

• **ADVICE** – conselho • **FEWER** – menos (antes de *countable nouns* no plural)

• **ADVISE** – aconselhar • **LESS** – menos (antes de *uncountable nouns* e

também para formar o comparativo de inferioridade)

Exemplos:

Exemplos:

– *Let me give you some **advice**. – You should take **fewer** pens to school.*

– *He **advised** me not to go out alone at night. – We’ve got **less** money than you.*

– *Lucy is **less** beautiful than her sister.*

• **EITHER** – qualquer um (entre dois)

• **HAD BETTER** – é melhor que, seria melhor

• **ANY** – qualquer um (entre vários) • **WOULD RATHER** – preferir

• **NEITHER** – nenhum (entre dois) **Exemplos:**

– *I **had better** go home now.*

• **NONE** – nenhum (entre vários)

– *I **would rather** have “feijoadá”.*

Exemplos: • **LATER** – mais tarde

– *“Which of these two books would you like to read?” •*

THE LATTER – o segundo (de dois elementos citados)

Either of them. **Exemplos:**

– *Please, give me **any** of these cards. – He’s going to talk to you **later**.*

– *They offered me two books but I wanted **neither**. – Alice and Tom are brothers. The former is a teacher*

*and **the latter** is a lawyer.*

– *Lucy gave me a lot of presents but I wanted **none**. •*

ALREADY – já

- **FALL** – cair (cuja forma no *Simple Past* é **FELL**) • **ALL READY** – todos prontos

Exemplos:

- **FEEL** – sentir

– *I've **already** seen that show.*

- **FILL** – encher – *The players were **all ready** for the game.*

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- **ALSO** – também (antes do verbo principal ou
- ### Exemplos:

depois do verbo *to be*, em orações afirmativas ou interrogativas) – *She was deeply **affected** by the news.*

- – *This drug has a very strong **effect**.* **EITHER** – também (no final de orações negativas)

- **TOO** – também (no final de orações afirmativas ou • **AS** – como (na função de)

interrogativas)

- **LIKE** – como (semelhante a; como se fosse)

- **AS WELL** – também (no final de orações afirmativas

- **HOW** – como (de que maneira)

ou interrogativas)

Exemplos:

Exemplos:

– *Mr. Tom is working **as** a teacher.* (Neste caso,

– *Tom studies French. His sister **also** studies French.*

observe que Mr. Tom é um professor; essa é sua

– *I'm from Brazil. My parents are **also** from Brazil.*
profissão.)

– *I'm not a dentist. You aren't a dentist **either**.* – *That man works **like** a slave.* (Neste caso, observe

que aquele homem não é um escravo, mas trabalha

– *I did the exercise. My classmates did it **as well**.*

tanto quanto um escravo.)

– *Did Lucy do the homework, **too**?*

– ***How** could you get such a low grade?*

• **BEAT** – bater; derrotar (o adversário)

• **ROB** – roubar (pessoa ou lugar)

• **WIN** – vencer (jogo, competição)

• **STEAL** –
roubar
(coisa)

Exemplos:

• **MUG** –
assaltar

– Brazil **beated** Argentina in 1995.

Exemplo:

– Brazil **won** the World Cup in 1994.

– The thieves **robbed** me. They **stole** all the money

• **BESIDE** – ao lado de *I had*.

• **BESIDES** – além de; além disso • **TALL** – alto
(pessoas, edifícios e árvores)

Exemplos: • **HIGH** – alto (coisas em geral)

– You must sit **beside** this girl today. • **LOUD** – alto
(som)

– **Besides** English, they speak German and French.

Exemplos:

• **LEND** – emprestar (para alguém) – What a **tall** man!

• **BORROW** – tomar emprestado (de alguém) – The
Everest is very **high**.

Exemplos: – They spoke in a **loud** voice.

• **TAUGHT** – passado e particípio passado de *to teach*

– My father will **lend** you some money.

(ensinar)

– May I **borrow** your pen, Mary?

• **THOROUGH** – cuidadoso; rigoroso

• **LOSE** – perder (algo ou alguém)

• **THOUGH / ALTHOUGH** – embora (conjunção)

• **MISS** – perder (ônibus, etc.); faltar (à aula, etc.);

• **THOUGHT** – pensamento; passado e particípio

sentir falta de

passado de *to think* (pensar)

Exemplos: • **THROUGH** – através de

– *I lost my car downtown.* • **THROUGHOUT** – por toda extensão; em toda

parte

– *He lost his son in the war.*

• **TOUGH** –
duro;
rígido

– *Hurry up or you'll miss the plane.*

– *They miss their parents a lot.* **Exemplos:**

• **AFFECT** – afetar – *Mr. Stanford taught me how to play tennis.*

• **EFFECT** – efeito – *The doctor gave my sister a thorough examination.*

Special Difficulties

– **Though** the book is difficult to understand, it's very •
PULL – puxar

good.

– I **thought** she had come yesterday.

– I'm avoiding this kind of **thought**.

– They saw you **through** the glass of the window.

– There's a lot of injustice **throughout** the world.

– The meat is too **tough**.

• **VERY** – muito (usado com adjetivos e advérbios)

• **MUCH** – muito (usado com *uncountable nouns* e
adjetivos no comparativo)

Exemplos: sxc

• **PUSH** – empurrar

– This is a **very** slow car.

– She spoke **very** slowly. **Exemplos:**

– There isn't **much** money for you today. – Tom **pulled**
his sister's hair.

– She's **much** smarter than her mother. – Liz **pushed** me,
and I fell into the pool.

Existe ainda a forma **very much**, que aparece • **RAISE** – levantar, erguer (algo)



modificando um verbo ou um adjetivo no grau • **RISE** – levantar-se; subir comparativo.

Exemplos:

Exemplos:

– *They are **raising** the curtains now.*

– *I like you **very much**.*

– *She feels **very much** better. – Look! The sun is **rising**.*

LÍNGUA INGLESA

• **WATCH** – assistir a (TV, espetáculo, etc.) •

REMEMBER – lembrar(-se)

• **ATTEND** – assistir a (aula, reunião, etc.) • **REMIND** – fazer (alguém) lembrar

• **ASSIST** – prestar assistência; ajudar

Exemplos:

Exemplos:

– *I really don't **remember** that girl.*

– *We were **watching** an excellent program on TV.*

– *Luís is sick. That's why he's not **attending** classes – That house **reminds** me of the one in which I these days. was born.*

– *The scientist was **assisting** us during the experiments.*

CHECK IT OUT C

• **WEAR** – usar (no corpo); vestir

• **USE** – usar; utilizar Aprender o vocabulário de uma nova língua

é algo que requer tempo e persistência.

Exemplos:

Além disso, requer o máximo de contato

– *I was **wearing** a yellow watch last night.*

possível com a língua. Uma ideia interessante

– *Can I **use** your pen to fill in my exercise?* para assimilar novas palavras que lhe serão

• apresentadas é fazer um dicionário de figuras –
MORE – mais (antes de substantivos e também antes

de alguns adjetivos para formar o comparativo de um
Picture Dictionary.

superioridade) Você pode, por exemplo, dividir um caderno

- **ELSE** – mais (depois de pronomes interrogativos ou em seções com cada letra do alfabeto, escrever

indefinidos) as palavras à medida que aprendê-las e recortar

Exemplos:

ou desenhar figuras que o façam lembrar desse

vocabulário.

– *Would you like **more** money?*

O aspecto visual do dicionário poderá

– *She's **more** beautiful than the other girls.*

te ajudar a memorizar as palavras mais

– *Would you like anything **else**?* rapidamente e de forma divertida. – *Roger didn't say anything **else**.*

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CONSOLIDATION 04. (Fatec-

SP) Assinale a alternativa que corresponde à forma afirmativa do trecho: “*Engineers didn't think [...]*”

01. COMPLETE with the right word according to each A) *Engineers thought [...]*

sentence. B) *Engineers though [...]*

C) *Engineers through [...]*

Taught, thought, though, throughout, tough, through D) *Engineers thru [...]*

E) *Engineers throw [...]*

A) He _____ me how to drive.

B) This is a _____ decision to make. TEXT

I C) He traveled _____ the world.

D) She glanced at me _____ the window.

E) _____ he didn't study, he got _____ CEFET-
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the exam.

F) I _____ I was going to die. **Study suggests toads can
detect coming**

earthquakes

PROPOSED EXERCISES *British study says toads
hopped away from breeding*

*site days before **deadly** Italian earthquake*



01. (ITA-SP) “Scientists have been talking about producing
better foods (I) genetic engineering ever since the
technology first became available more than 20 years ago.

Now, after decades of biotech setbacks and controversy, American consumers finally have something they can sink their teeth into. The US Food and Drug Administration (FDA) last week endorsed as safe the first genetically altered

food to be sold to consumers – a tomato called the Flavr Savr and billed as offering ‘summer taste’ all year long.

The biotech industry immediately hailed the government decision as the breakthrough it had been waiting for. ‘This is a real shot in the arm’, says Roger Salquist, Calgene’s chief executive officer. ‘It validates the company’s science.’

*Common toad,
bufo bufo.*

But the new tomato is also a fat target for critics of biotechnology. [...] ‘The middle class is moving in the direction of organic, healthy foods’, says Rifkin, warts and all – may be an asset. British researchers said

‘The last thing they want to hear about is gene-spliced tomatoes.’” a breeding site in Italy five days before a major tremor

TIME, May 30, 1994. (Adapted). struck, suggesting the amphibians may be able to sense

A preposição que preenche a lacuna I **CORRETAMENTE** é environmental changes, imperceptible to humans, that

A) *by*. foretell a coming quake. C) *over*. E) *with*.

Since ancient times, anecdotes and folklore have

B) *for*. D) *through*.

linked unusual animal behavior to cataclysmic events

02. (UFRGS) Fill in the blank below with the **BEST** alternative. like earthquakes, but hard evidence has been scarce.

Political corruption and civil unrest are _____. A new study by researchers from the Open University

Mexico's modern problems.

is one of the first to document animal behavior before,

during and after an earthquake. The scientists were

A) because D) among

studying the common toad – bufo bufo – at a breeding

B) between E) although

colony in central Italy when they noticed a sharp

C) throughout decline in the number of animals at the site. Days later,

03. a 6.3-magnitude earthquake hit, killing hundreds of

(Cesgranrio) The sentence "Though oversoppers later

people and **badly** damaging the town of L'Aquila.

experience considerable remorse, they find shopping

Researcher Rachel Grant said the findings suggested that

exciting" contains an idea of toads are able to detect pre-seismic cues such as the

A) addition. C) cause. E) contrast. release of gases and charged particles, and use **these** B) alternative. D) condition. as a form of earthquake early warning system.

Initially puzzled by the toads' disappearance in the **02**. The **INCORRECT** correlation between the following

middle of the breeding season, the scientists tracked pronouns and their referents in the text is the population in the days that followed and found that A) it (paragraph 3) – quake. 96 percent of males, **who vastly** outnumber females B) they (paragraph 3) – toads.

at breeding spots, abandoned the site 74 kilometers C) who (paragraph 3) – males. from the quake's epicenter, five days before **it** struck D) these (paragraph 2) – cues. on April 6, 2009. The number of toads at the site fell to E) which (paragraph 6) – animal. zero three days before the quake, according to the study,

published in the Zoological Society of London's *Journal*

03. In paragraphs 1 and 4, the word *may* was used to of *Zoology*. Dr. Grant, the report's lead author, explained A) express wish. D) indicate purpose. that a day after the earthquake, **they** all started coming B) make requests. E) give suggestions.

back. The numbers were still lower than normal and C) show possibility. remained low until after the last aftershock. She added

that one possibility is that the animals sensed a

change **04**. In the text, there is **NOT** a correlation between the

in the amount of radon emitted by the Earth because of meanings of the terms in: the buildup of pressure prior to a quake. A) struck (paragraph 3) → hit (paragraph 2) Scientists also have surmised that animals **may** be B) wipe out (paragraph 4) → kill (paragraph 4) able to detect minor tremors imperceptible to humans, or C) foretell (paragraph 1) → predict (paragraph 5)

that they sense electrical signals emitted by rocks under D) change (paragraph 3) → breakthrough (paragraph 6) stress before an earthquake. According to Dr. Grant, the E) hopped away (headline) → abandoned (paragraph 3) sense may be the result of millions of years of evolution,

a trigger that tells the toads to move to safer ground. She **05**.

Dr. Grant's **MAIN** goal was the study of

also said that an earthquake could wipe out a population A) pre-seismic cues. in that area and a landslide or flood could kill **virtually**
B) major tremor struck.

Several countries have sought to use
changes in D)

bufo bufo's breeding colonies.

100 percent of the males, and quite a lot of

C) toads' mating migrations.

LÍNGUA INGLESA nature, mostly animal behavior,
as an early warning sign, E) earthquake prediction systems.

without much success. The city of Tokyo spent years in

06. Roger Musson considers Dr. Grant's study results
the 1990s researching whether catfish behavior could be

A) beneficial. C) incomplete. E) predictable.

used to predict earthquakes, but abandoned the study

B) innovative. D) pioneering.

as inconclusive.

Roger Musson, a seismologist with the British **07.**

Concerning the earthquake warning signs in the text, the
Geological Survey, said that the problem of studies like following
expressions are presented: the Italian toad research lay in proving the
connection I. flood disaster

between the animal behavior and the quake. According II. gas release
to him what happens is that somebody observes some III. landslide
catastrophe strange animal behavior then there is an earthquake,
IV. electrical charge

so they link the two. He also observed that there are V. animal behavior

probably plenty of cases in **which** there is strange animal The **CORRECT** warning signs are behavior and no earthquake. Musson added that the new A) I and II. C) I, III and IV. E) II, IV and V.

study was “another bit of data in the large pile that has B) II and III. D) I, III and V. been accumulating over the years. But it’s not in any

shape or form a breakthrough.” **08.** According to the text, it can be concluded that

Available at: <http://abcnews.go.com/international/> A) amphibian behaviour is actually a pre-seismic cue.

wirestory?id=10247369page=1. B) coming earthquakes are still impossible to be

Accessed: Apr. 10, 2010. (Adapted). predicted.

C) animal response to natural disasters has evolved over

01. the years. The word that functions as an adjective in the text is

D) breeding seasons change drastically when animals

A) deadly (headline). D) virtually (paragraph 4).

sense tremors.

B) badly (paragraph 2). E) recently (paragraph 1).

E) clear connections between toad exodus and quakes

C) vastly (paragraph 3). were proved.

TEXT II The evidence indicates that a person who regularly sleeps less than seven hours a night functions as

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badly as someone who hasn't slept for one to three days, according to a research review published in

Text I the *Journal of Clinical Sleep Medicine* last year.

Diabetes: A “disease of poverty”? Furthermore, the largest current longitudinal studies

(one involving 21,268 people and another 10,308)

Diabetes kills as many as Aids, and is a big problem in

showed that sleep-deprivation increased mortality:

poor countries. Dr. Martin Silink, head of the International

Diabetes Federation, spoke with Mary Carmichael. the chance of dying younger than people of the

I thought diabetes was a “disease of affluence”. same age, gender and health-risk factors. In the

Not anymore – 70 percent of cases are in the developing larger study researchers at the Finnish Institute of

world. When people there move to cities, their risk Occupational Health assessed the sleep habits of the

doubles. They're less active and they eat fewer fruits group in 1975 and 1981 and then checked to see

and vegetables. The numbers are especially bad in Asia. who was still alive on Dec. 31, 2003. After comparing

Why? Economic development there is uncovering a genetic

subjects' survival rates to the average for people of

tendency towards diabetes. For a person of European

the same age (and adjusting for other known death

background, the risk rises at a body-mass index of 26.

But for people in Asia, it starts at 22 because they put on risks, like smoking), the researchers concluded

fat in the abdominal area. That body shape is linked to that lack of sleep increased mortality in the study

insulin resistance. How do we stop this? We can encourage participants by 26 percent for men and 21 percent

healthy eating and rebuild walking and bike paths. For for women. The cause of death might be accidents,

the 246 million who are already sick, we have to improve or diseases exacerbated by sleep-deprivation.

care to avoid complications. In the poorest countries, Other current research indicates that lack of sleep

old-fashioned drugs are still 80 to 90 percent effective. affects the body's hormones, immune system and

NEWSWEEK, July 2-9, 2007, p. 75.
metabolism; hence, it can be a risk factor for obesity,

diabetes and heart disease.

01. In poor countries, diabetes kills EHRENFELD, Temma.

A) the same number of people as Aids. Available at: <http://www.newsweek.com/id/113270>.

B) more people than Aids. Accessed: Feb. 20, 2008. (Adapted).

C) less people than Aids.

D) only people with Aids.

04. Researchers concluded that sleep-deprivation

02. A) must be recommended for old people.

The expression “disease of affluence” means

A) a disease of modern people. B) may cause no impact in death rates.

B) a disease of old people. C) improves the quality of life of everyone.

C) a disease of rich people.

D) can be riskier for men than for women.

D) a disease of poor people.

05. The information we can infer from the text is that

03. What can be done to avoid diabetes?

A) the research reviews discussed are incomplete.

A) To provide better working facilities.

B) To encourage healthier eating habits. B) the larger research involved just a group of women.

C) To move to cities and be more active. C) the studies involved over thirty thousand people.

D) To double the effective drugs being used. D) the stated results have no scientific basis.

Text II 06. Seven to eight hours of sleep a night is

Fact or fiction

A) too much for students.

Do you really need seven hours of sleep?

B) the least for most people.

Yep, you do. Although people do vary in how much C) very little for children. sleep they need, the differences are slight, and the

vast majority of us (including seniors) need seven to D) a lot for old people. eight hours. Most people who regularly get less than

seven hours of rest are simply unaware of the damage **07**. “Short-sleepers” are people who sleep

that fatigue and sleepiness is doing to their bodies. A)
less than 7 hours a night.

Chronic “short-sleepers,” as scientists call them, have B)
during the work. forgotten what it feels like to be well-
rested, says Robert

C) just at
night.

Rosenberg, medical director of the Sleep Disorders

Center of Prescott Valley, in Arizona. D) all the time.

42 Coleção Estudo

Special Difficulties

TEXT III Women’s exposure to pesticides, 32 solvents and
persistent organic pollutants may potentially affect the

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health of the fetus. Additionally, while the overall benefits

of breastfeeding are recognized, the health of the newborn
may be affected by high levels of contaminants in breast

Environmental health
milk. Small children, whose bodies are rapidly developing,

Environmental health addresses all the physical, are particularly
susceptible – and in some instances the

chemical and biological factors external to a person, and all health impacts may only emerge later in life. the related factors impacting behaviours. It encompasses Furthermore, children as young as five years old

the assessment and control of those environmental sometimes work in hazardous settings. Pregnant women

factors that can potentially affect health. It is targeted living and working in hazardous environments and poor

towards preventing disease and creating health-supportive mothers and their children are at a higher risk, as they

environments. This definition excludes behaviour not are exposed to the most degraded environments, are

related to environment, as well as behaviour related to often unaware of the health implications, and lack access

the social and cultural environment, and genetics. to information on potential solutions.

The environment and health for children and their

Improving children and mothers' environmental health

mothers by addressing and tackling issues affecting their health

presents an essential contribution towards the achievement

The issues

of the Millennium Development Goals (MDGs).

More than three million children under five die each

year from environment-related causes and conditions. Available at: <http://www.who.int/>

This makes the environment one of the most critical mediacentre/factsheets/fs284/en/index.htm.

contributors to the global toll of more than ten million

01. Environmental health has to do with child deaths annually – as well as a very important factor

in the health and well-being of their mothers. A) factors external to a person. Polluted indoor and outdoor air, contaminated water, B) physical condition of a person. lack of adequate sanitation, toxic hazards, disease vectors, C) related behaviourism. ultraviolet radiation, and degraded ecosystems are all D) the chemistry of nature. important environmental risk factors for children, and

in most cases for their mothers as well. Particularly in

02. Mark the statement that is **NOT TRUE** about environmental

developing countries, environmental hazards and pollution health.

LÍNGUA INGLESA are a major contributor to childhood deaths, illnesses

and disability from acute respiratory disease, diarrhoeal A) It controls health-affecting environmental factors. diseases, physical injuries, poisonings, insect-borne B) It creates health-supportive environments. diseases and perinatal infections. Childhood death and C) It supports genetic control over humans. illness from causes such as poverty and malnutrition are D) It tries to prevent diseases. also associated with unsustainable patterns of development

and degraded urban or rural environments. **03.**

Environment-related problems bring about

Major environment-related killers in children under A) a sense of well-being to mothers and children. **five years of age** B) healthy children to take advantage of the environment.

- Diarrhoea kills an estimated 1.6 million children each C) mothers that take care of their children's health.

year, caused mainly by unsafe water and poor sanitation. D) the death of millions of children each year.

- Indoor air pollution associated with the still-widespread

annually, mostly as a result of acute respiratory related causes, infections. Mothers, in charge of cooking or resting

e of biomass fuels kills nearly one million children

04.

Of the children that die in consequence of environment-

close to the hearth after having given birth, are most A)

more than ten million don't have a mother.

at risk of developing chronic respiratory disease. B)

over five million could not be saved.

- Malaria, which may be exacerbated as a result of C) over three million are under 5 years of age.

poor water management and storage, inadequate D)

under five million are usually very healthy.

housing, deforestation and loss of biodiversity, kills

an estimated one million children under five annually,

05. Of the children discussed in the text, mostly in Africa. A)

more than half a million are drowned.

- Unintentional physical injuries, which may be related

B) nearly two million die in consequence of malaria.

nearly 300,000 children annually: 60,000 are attributed C) not less

than a million are involved in road traffic

to household or community environmental hazards, kill

to drowning; 40,000 to fires; 16,000 to falls; 16,000 to incidents.

poisonings; 50,000 to road traffic incidents; and over D) over one

million and a half die of diarrhea. 100,000 are due to other

unintentional injuries.

Health-damaging exposure to environmental risks **06.**

Environmental risk factors for children include all of the

can begin before birth. Lead in air, mercury in food and following,

EXCEPT other chemicals can result in long-term, often irreversible

A) adequate sanitation.

C) polluted air. effects, such as infertility,

miscarriage, and birth defects. B) contaminated water. D) ultraviolet radiation.

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07. Environmental hazards and pollution are contributors for to share his fate. Nearly half of Americans have a chronic

children's deaths

condition, and 75% of the \$2.6 trillion spent annually

on health care goes to treat patients with long-term

A) especially in developing countries.

health problems, says Kenneth Thorpe, a professor at

B) in countries where malaria exists.

Atlanta's Emory University and head of the Partnership

C) mainly in the United States. to Fight Chronic Disease. In the Medicare program, which

pays for Harris' care because of his kidney failure, 95%

D) only in African countries.

of spending is linked to a chronic disease. "All of these

08. The risk of exposure to health damage in a person's life," says Barbara Starfield, professor of diseases are accumulations of what's happened before

A) cannot affect breastfeeding.

public policy at Johns Hopkins University in Baltimore.

B) depends on solvents and pollutants.

"We have to think about keeping people as healthy as

C) has proved to have irreversible effects.

possible so they don't get these diseases." D) may start before the child is born. Doctors say Harris' story is filled with missed

opportunities to avoid disease, but also illustrates

09. possibilities for change – both through healthier lifestyles One of the great problems of mothers living in hazardous

and more coordinated primary care – that could reduce settings is

suffering and unnecessary costs. "It would have been

A) that, although they are aware of the implications, nice to catch him in his 20s and get him to stop smoking,"

they do it anyway.

says Robert O'Connor, professor and chair of emergency

B) that they like to live and work in that environment. medicine at the University of Virginia, who treated Harris

C) the fact that they are always pregnant and have small in the ER. "I suspect he had high blood pressure back

children. then. [...] I can't help but wonder if that would have

provided a better outcome for him."

D) the lack of access to information on potential solutions.

Although health officials have exhorted Americans

10. for years to get in shape, two thirds of adults today

In the sentence "It encompasses the assessment and

are overweight. But insurance plans could help in

control of those environmental factors that can potentially other ways, such as by covering smoking-cessation

affect health", in the first paragraph, the pronoun it classes and other services with well-documented health

refers to benefits, says Ted Epperly, president of the American

A) biological factor. Academy of Family Physicians.

Harris gave up tobacco on his own last month after his

B) chemical factor.

last heart attack, after smoking a pack a day for decades.

C) environmental health. Now, he puts \$5 a day in a jar – the amount he used to

D) physical factor. spend on cigarettes – and will use the savings to help

pay his mortgage. “It would save a lot of money,” he

TEXT IV says. “These health problems are going to cost them

way more than the classes.”

Primary care shortage

FAME-MG-2010 Harris has lots of company in the ER this day. Doctors will have seen nearly 200 patients before it’s over. When

Chronic conditions crank up health costs the ER runs out of rooms, doctors will treat patients on

gurneys in the hallway. “We don’t have a robust primary

CHARLOTTESVILLE, Va. — Raymond Harris is only care system, so that we can’t get all of these people

54, but he already has gone through three kidneys. taken care of in the right place at the right time by the

right type of doctor,” Epperly says.

Like most people, Harris was born with two working
Uninsured patients aren't the only ones using the ER
kidneys. He lost one at age 8 because of a fall. He lost
for non-urgent care. With too few primary care doctors
the second to high blood pressure at 42. He lost the
to go around, many patients turn to the ER when they
third – donated by his wife – at age 48, because of a rare
reaction to a dye that doctors used to view the blockages
can't get an appointment with their regular physician,
in his arteries. And while Harris gets a lot of health care, says Sandra
Schneider, president of the American College
he isn't exactly healthy. He has had three back surgeries of
Emergency Physicians.
and six heart attacks and depends on dialysis to survive. In some
ways, insurance payments contribute to the
If medications fail to clear his arteries, he may need surgery, Epperly
says, by discouraging physicians from
open-heart surgery. And less than one month after his going into
primary care. Medicare, which covers people
latest heart attack, Harris is back in the emergency room over 65,
pays doctors far more to perform procedures
at the University of Virginia Medical Center with chest pain. than to
monitor a patient's overall health, Epperly
While Harris' health problems may seem extraordinary, says. In the
past decade, only 10% of new doctors –
doctors say that many Americans today appear destined who graduate
from medical school with an average of

Special Difficulties

\$140,000 in student loans — have gone into primary

01. According to the text, care, Epperly says. “We have a terribly perverse incentive A) Harris had to pay for the medical support in order to

system,” says Stuart Butler, a health analyst and be able to do a surgery. vice-president for domestic research with the Heritage

Foundation in Washington. sister’s in a surgery. B) Harris’ working kidneys had to be substituted for his

each treat a different symptom or deteriorating organ. C) Harris was born healthy and as time went by he turned out to lose his condition. Patients with chronic conditions may see specialists who

But these doctors may rarely if ever get together to talk

about the patient’s overall health, Starfield says. [...] D) Harris was facing the surgeries nicely but he had a

Medicaid, which covers poor children and the disabled, heart attack in the ER. also discourages doctors from taking on new patients. The

federal program, which is run by the states, pays doctors **02.** The next step for the health programs is to

an average of 28% less than Medicare, says David Tayloe, A) make worth each penny that might be necessary to

president of the American Academy of Pediatrics. So many cost them. doctors refuse to treat patients on Medicaid. [...]

B) raise the paid value so as to make the programs more

A program that works effective. Successful regional programs could serve as models for

C) treat the patients in their houses and then in the ERs

national health care reform, says Tayloe, who practices

in rural Goldsboro, N.C. North Carolina, for example, of the USA hospitals. saves \$150 million a year through a “visionary” Medicaid D) change the conceptions ER doctors might have about

program, he says. what a chronic patient is. The plan encourages doctors to accept Medicaid patients

by paying extra monthly fees that reflect the

level of **03.** “Primary care shortage” means the sickness of their patients, Tayloe says. A community health A) insurance companies make the assistance. network gets an extra fee to coordinate patient care and

B) system is going under considerable decrease

make sure that kids stay healthy.

nowadays.

In the Seattle area, Group Health Cooperative

experimented with a “patient-centered medical home,” C) government of the USA is trying to enhance the

which allows doctors to see fewer patients but spend primary care attention.

more time coordinating their care. Patients in the new D) patients in the USA hospitals have to be short age to

**LÍNGUA
INGLESA**

program had 29% fewer ER visits and 11% fewer access the primary care. hospitalizations, according to a study published in the

American Journal of Managed Care last week. The

04. “The federal program, which is run by the states, pays program paid for itself within a year. [...] doctors an average of 28% less than Medicare, says David

Several proposals for health reform could help, too, Tayloe". The underlined word means Tayloe says. A bill in the House of Representatives

A) something that happens fast.

would improve payment for primary care doctors who

see Medicare and Medicaid patients, raising Medicaid B) a fact that the states decide.

rates even more significantly so that they equal those C) "applied". in Medicare. D) "placed". Other proposals in Congress would establish a pilot

program to test more "medical home" models like the

05. "Harris' story is filled with missed opportunities to avoid one at Group Health and fund a study on ways to balance

disease" means

the supply of specialists and primary-care providers.

Doctors on "community health teams" would be paid to A) Harris did not catch the opportunities to get the

oversee patients' care. The teams would include nurse diseases and use Medicare. practitioners and physician assistants – who can handle B) Harris could avoid the diseases and now he cannot

many primary care needs more cheaply than doctors – as use Medicaid as a support. well as dietitians, mental health counselors and others. C) many possibilities could be noticed to prevent some

Such programs don't always save money. But diseases from happening. transforming primary care could help the country to spend D) this story showed Harris regretted the opportunities

its money more wisely, says Ann O'Malley of the Center for suffering from diseases. for Studying Health System Change in Washington. Right

now, she says, Americans spend far more on health

care **06.** "What's happened before in a person's life". The verb than most other Western countries, but have "much, much

tense of this excerpt is

worse outcomes.” “The goal,” she says, “is to get better

value for the health care dollars we’re already spending.” A) Simple Past tense.

B) Present Perfect tense.

SZABO, Liz. Available at: [http://www.usatoday.com/news/](http://www.usatoday.com/news/health/2009-09-08-emergency-roomchronic)

C) Regular Simple Past tense.

[health/2009-09-08-emergency-roomchronic](http://www.usatoday.com/news/health/2009-09-08-emergency-roomchronic).

Accessed: Sep. 10th, 2009. (Adapted). D) Irregular Simple Past tense.

Editora Bernoulli **45 Frente A Módulo 24**

ENEM EXERCISES GLOSSARY

- Avoid (verb) = evitar (avoid - avoided - avoided) • Slave = escravo • Hurry up = (phrasal verb) apressar (hurry up – hurried up)



—
hurried
up)



Commons

Paul / Creative

Hey

ANSWER

Consolidation

A) Taught = past tense and past participle of

“to
teach”.

Reprodução B) Tough = effortful, exhausting, troublesome.

Available at: <http://www.freefunnypixs.com/funny-signs.php>. C)

Throughout = around, completely, everywhere.

Accessed: Feb. 28, 2011. D) Through =
beyond, past, over.

01. E) Though = although, nevertheless, whereas.

O uso de placas como meio de trazer informação Get through = to
bear, survive, to succeed,

à população é uma prática milenar no mundo todo. Embora to
complete. sejam eminentemente um instrumento de informação, F)
Thought = past tense and past participle of “to

as placas podem ser utilizadas de forma bastante diversa, think”.

para fins igualmente diversos,
podendo nelas haver Proposed
Exercises

toques de humor, ironia, ou até mesmo contar histórias,

configurando, portanto, uma transgressão de gêneros 01. D 02. D
03. E 04. A

textuais. No caso da placa
apresentada, as expectativas Text I
iniciais do leitor são contrariadas, uma vez que

01. A
05. D

A) a informação de que há baratas com câncer

02. E
06. C

é irrelevante, podendo esta ser suprimida sem
que haja alteração no efeito do texto. 03. C 07. E

04. D
08. B

B) a informação de que baratas estão doentes de câncer

não pode ser relacionada com o
fato de pessoas Text II jogarem cigarros no
chão.

01. A
05. C

C) a preocupação com a saúde das baratas não é 02. C 06. B

esperada, já que esses animais são tradicionalmente

03. B
07. A

relacionados à insalubridade.

04. D

D) o argumento de que há baratas com câncer não é Text III esperado como uma justificativa para o pedido de

não se jogarem cigarros no chão. 01. A 06. A

E) a informação de que baratas desenvolvem câncer pelo 02. C 07. A

contato com o cigarro subverte a ideia pré-concebida 03. D 08. D de que estes são animais resistentes. 04. C 09. D

02. 05. D 10. C A relação existente entre a primeira frase “Don’t

throw your cigarette ends on the floor” e a frase “*The Text IV cockroaches are getting cancer*” é de 01. C 03. B 05. C A) contraste. 02. A 04. C 06. B

B) comparação. Enem Exercises C) contradição.

D) consequência. 01. D 02. D E) simultaneidade.

46 Coleção Estudo

LIST OF REGULAR VERBS

INFINITIVE PAST TENSE PAST PARTICIPLE TRANSLATION
INFINITIVE PAST TENSE PAST PARTICIPLE TRANSLATION

A P to accuse accused accused acusar to permit permitted permitted
permitir to allow allowed allowed permitir to persuade persuaded
persuaded persuadir to annoy annoyed annoyed incomodar to place
placed placed colocar to appear appeared appeared aparecer to prefer
preferred preferred preferir to arrange arranged arranged arranjar to
prevent prevented prevented evitar, impedir to avoid avoided avoided
evitar to pronounce pronounced pronounced pronunciar **B Q** to beg
begged begged suplicar to quarrel quarreled quarreled discutir, brigar
to behave behaved behaved comportar-se **R** to believe believed
believed acreditar to raise raised raised levantar to belong belonged
belonged pertencer to refuse refused refused recusar to betray
betrayed betrayed trair to reply replied replied responder to borrow
borrowed borrowed pedir emprestado **S** to breathe breathed breathed
respirar to seem seemed seemed parecer to bury buried buried
enterrar to shout shouted shouted gritar **C** to struggle struggled
struggled esforçar-se to care cared cared importar-se to succeed
succeeded succeeded ter sucesso to claim claimed claimed reivindicar
T to complain complained complained reclamar to taste tasted tasted
provar (alimentos, bebidas) **D W** to defeat defeated defeated derrotar
to warn warned warned advertir to delay delayed delayed atrasar to
waste wasted wasted desperdiçar to deny denied denied negar to
wonder wondered wondered querer saber, imaginar to deserve
deserved deserved merecer to wreck wrecked wrecked colidir, chocar

to desire desired desired desejar

LIST OF IRREGULAR VERBS to

distinguish distinguished distinguished distinguir

to drop dropped dropped derrubar

INFINITIVE PAST TENSE PAST PARTICIPLE TRANSLATION

E

A

to encourage encouraged encouraged encorajar

to arise arose arisen surgir, erguer-se

to envy envied envied invejar

to awake awoke awoken despertar, acordar

to excuse excused excused desculpar

B

F

to be was, were been ser, estar

to fear feared feared temer

to bear bore born, borne suportar, dar à luz

to fetch fetched fetched ir buscar

to beat beat beaten bater, espancar

to fill filled filled encher

to become became become tornar-se

to fire fired fired despedir, disparar

to befall befell befallen acontecer

to frighten frightened frightened assustar

H to beget begot begotten, begot procriar, gerar to happen to begin
began begun começar, iniciar happened happened acontecer

to hate to behold beheld beheld contemplar hated hated odiar

to help to bend bent bent curvar, dobrar helped helped ajudar

to hurry to bet bet bet apostar hurried hurried apressar-se **I** to bid bid
bid oferecer, concorrer

to inhabit to bind bound bound unir, encadernar inhabited inhabited
habitar

to insult to bite bit bitten morder, engolir a isca insulted insulted
insultar

J to bleed bled bled sangrar, ter hemorragia

to joke to blow blew blown (as)soprar, estourar joked joked brincar

to jugde to break broke broken quebrar, romper jugded jugded julgar

to jump to breed bred bred procriar, reproduzir jumped jumped pular

K to bring brought brought trazer to knock knocked knocked bater to
broadcast broadcast broadcast irradiar, transmitir **L** to build built built
construir, edificar to land landed landed aterrisar to burst burst burst
arrebentar, estourar to laugh laughed laughed rir to buy bought
bought comprar **M C** to marry married married casar-se to cast cast
cast arremessar, lançar to murder murdered murdered matar to catch
caught caught pegar, capturar **O** to choose chose chosen escolher to
obey obeyed obeyed obedecer to cling clung clung aderir, segurar-se
to omit omitted omitted omitir to come came come vir to order
ordered ordered ordenar, pedir to cost cost cost custar to owe owed
owed dever to creep crept crept rastejar, engatinhar to own owned
owned ter, possuir to cut cut cut cortar, reduzir

INFINITIVE PAST TENSE PAST PARTICIPLE TRANSLATION INFINITIVE PAST TENSE PAST PARTICIPLE TRANSLATION

D to ring rang rung tocar (campainha) to deal dealt dealt negociar, tratar to rise rose risen subir, erguer-se to dig dug dug cavar, cavoucar to run ran run correr, concorrer to do did done fazer S to draw drew drawn sacar, desenhá-lo to saw sawed sawn serrar to drink drank drunk beber to say said said dizer to drive drove driven dirigir, ir de carro to see saw seen ver, entender to dwell dwelt dwelt morar to seek sought sought procurar E to sell sold sold vender to eat ate eaten comer to send sent sent mandar, enviar F to set set set pôr, colocar, ajustar to fall fell fallen cair to shake shook shaken sacudir, tremer to feed fed fed alimentar, nutrir to shed shed shed derramar, deixar cair to feel felt felt sentir, sentir-se to shine shone shone brilhar, reluzir to fight fought fought lutar, batalhar to shoot shot shot atirar, alvejar to find found found achar, encontrar to show showed shown mostrar, exibir to flee fled fled fugir, escapar to shrink shrank shrunk encolher, contrair to fling flung flung arremessar to shut shut shut fechar, cerrar to fly flew flown voar, pilotar to sing sang sung cantar to forbid forbade forbidden proibir to sink sank sunk afundar, submergir to forget forgot forgotten esquecer to sit sat sat sentar to forgive forgave forgiven perdoar to slay slew slain matar, assassinar to freeze froze frozen congelar, paralisar to sleep slept slept dormir G to slide slid slid deslizar, escorregar to get got gotten, got obter, conseguir to sling slung slung atirar, arremessar to give gave given dar, conceder to speak spoke spoken falar to go went gone ir to spend spent spent gastar, passar (tempo) to grind ground ground moer to spin spun spun girar, rodopiar to grow grew grown crescer, cultivar to spit spit, spat spit, spat cuspir H to spread spread spread espalhar, difundir to have had had ter, beber, comer to spring sprang sprung saltar, pular to hear heard heard ouvir, escutar to stand stood stood ficar de pé, aguentar to hide hid hidden, hid esconder to steal stole stolen roubar, furtar to hit hit hit bater, ferir to stick stuck stuck cravar, fincar, enfiar to hold held held segurar to sting stung stung picar c/ ferrão (inseto) to hurt hurt hurt machucar, ferir to stink stank stunk cheirar mal, feder K to strike struck struck golpear, bater to keep kept kept guardar, manter to string strung strung encordoar, amarrar to know knew known saber, conhecer to strive strove striven esforçar-se, lutar

to knell knelt knelt ajoelhar-se to swear swore sworn jurar, prometer **L**
to sweep swept swept varrer to lay laid laid pôr (ovos) to swim swam
swum nadar to lead led led liderar, guiar to swing swang, swung
swung balançar, alternar to leave left left deixar, partir **T** to lend lent
lent dar emprestado to take took taken tomar, pegar, aceitar to let let
let deixar, alugar to teach taught taught ensinar, dar aula to lie lay
lain deitar(-se) to tear tore torn rasgar, despedaçar to lose lost lost
perder, extraviar to tell told told contar (uma história) **M** to think
thought thought pensar to make made made fazer, fabricar to throw
threw thrown atirar, arremessar to mean meant meant significar to
tread trod trodden pisar, trilhar, seguir to meet met met encontrar,
conhecer **U O** to undergo underwent undergone submeter-se a,
suportar to overcome overcame overcome superar to understand
understood understood entender, compreender to overtake overtook
overtaken alcançar, surpreender to uphold upheld upheld sustentar,
apoiar **P** to upset upset upset perturbar, preocupar to pay paid paid
pagar **W** to put put put colocar, pôr to wear wore worn vestir, usar,
desgastar **Q** to win won won vencer, ganhar to quit quit quit
abandonar, largar de to wind wound wound enrolar, dar corda **R** to
write wrote written escrever, redigir to read read read ler to weep
wept wept chorar to ride rode ridden andar, cavalgar